DOCUMENT RESUME

ED 482 971	EA 032 891

AUTHOR	Osofsky, Debbie; Sinner, Gregg; Wolk, Denise; Miles, Sherri, Ed.
TITLE	Changing Systems To Personalize Learning: The Power of Advisories.
INSTITUTION	Brown Univ., Providence, RI. Education Alliance for Equity in the Nation's Schools.
SPONS AGENCY	Institute of Education Sciences (ED), Washington, DC.
PUB DATE	2003-00-00
NOTE	152p.; For a similar document in this series, see EA032890. CD-ROM not available from ERIC.
CONTRACT	ED-01-CO-0010
AVAILABLE FROM	The Education Alliance at Brown University, 222 Richmond Street, Suite 300, Providence, RI 02903. Tel: 800-521-9550 (Toll Free); Fax: 401-421-7650; e-mail: info@alliance.brown.edu; Web site: http://www.alliance.brown.edu.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	EDRS Price MF01/PC07 Plus Postage.
DESCRIPTORS	*Academic Advising; College Curriculum; Educational Counseling; Educational Environment; *Higher Education; Learning Processes

ABSTRACT

This workshop stresses the importance of advisories to the learning process. It stresses that relationships and the personalization of learning are fundamentals to the learning process both in and out of school. It suggests that advisory groups, even in large schools, create the conditions for improving student achievement and behavior and enrich the lives of students and teachers through personalization of the learning experience. Research demonstrates that personalization of the learning environment--enabling students to know well, and be known well by, at least one adult in their school--leads to improved student outcomes in school. (AMT)

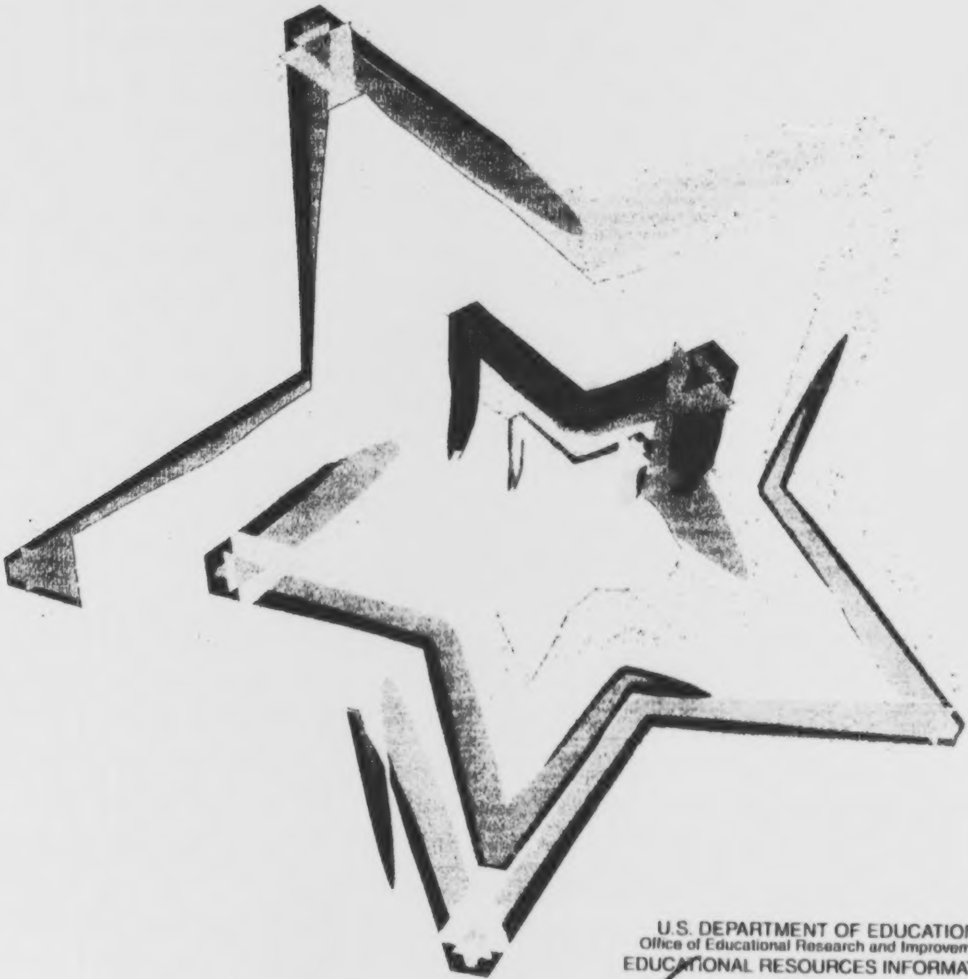
Reproductions supplied by EDRS are the best that can be made
from the original document.

EA AATR
0889

ED 482 971

Changing Systems to Personalize Learning

The Power of Advisories



EA 032 891

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

THE EDUCATION ALLIANCE at Brown University

BEST COPY AVAILABLE

Changing Systems to Personalize Learning

The Power of Advisories

THE EDUCATION ALLIANCE at Brown University

THE EDUCATION ALLIANCE at Brown University

Northeast and Islands Regional Educational Laboratory (LAB)

The Education Alliance at Brown University is home to the Northeast and Islands Regional Educational Laboratory (LAB), one of ten educational laboratories funded by the U.S. Department of Education's Institute of Education Sciences. Our goals are to improve teaching and learning, advance school improvement, build capacity for reform, and develop strategic alliances with key members of the region's education and policymaking community.

The LAB develops educational products and services for school administrators, policymakers, teachers, and parents in New England, New York, Puerto Rico, and the Virgin Islands. Central to our efforts is a commitment to equity and excellence. Information about all Alliance programs and services is available by contacting:

The Education Alliance
at Brown University
222 Richmond Street, Suite 300
Providence, RI 02903-4226

Phone: 800.521.9550
Fax: 401.421.7650
E-mail: info@alliance.brown.edu
Web: www.alliance.brown.edu

Contributing Partners: Northwest Regional Educational Laboratory (NWREL), based in Portland, Oregon, was contracted by the U.S. Department of Education to lead a national network of regional partners in providing information and technical assistance to Smaller Learning Communities grantees. The LAB at Brown was one of four regional educational laboratories working with NWREL on this project and much of the material in The Power of Advisories workshop was developed through this contract.

Authors: Debbie Osofsky, Gregg Sinner, Denise Wolk

Editor: Sherri Miles

Designer: Patricia McGee

Photography: Photographs on divider pages were taken by David H. Wells Narrative Photography, Providence, RI, with the exception of the Key Dimension #2 divider page, which contains a photo by PhotoDisc®.

Copyright ©2003 Brown University. All rights reserved.

This publication is based on work supported by the Institute of Education Sciences (IES), U.S. Department of Education, under Contract Number ED-01-CO-0010. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of IES, the U.S. Department of Education, or any other agency of the U.S. Government.

About the Authors:

Denise Wolk is a program assistant at The Education Alliance/LAB at Brown and managing editor of this workshop. She has worked as a researcher/writer on a school reform mapping project for the National Alliance on the American High School, as managing editor of *Personalized Learning: Preparing High School Students to Create Their Futures* (Scarecrow Education, 2003), and as an editorial consultant for Dr. David Kessler's book, *A Question of Intent* (Public Affairs Press, 2002).

Debbie Osofsky is currently the Advisory Coordinator of the Francis W. Parker Charter Essential School. She is a former middle and high school teacher and has worked extensively with advisory programs at the schools in which she has taught. Debbie has a MA of Education in Risk and Prevention focusing on Adolescence (11-19) from Harvard University and a BA in History from Brown University.

Dr. Gregg Sinner is a Program Planning Specialist for the Student Centered Learning program area of the Education Alliance/LAB at Brown. He has over 30 years of experience as a professional educator and innovative leader in public secondary schools. He has a PhD in Molecular Biology from Dartmouth, a MEd from Antioch College, and a BS in pharmacy from the University of Minnesota.

Acknowledgments:

The Power of Advisories workshop, as one of six workshops in the *Changing Systems to Personalize Learning* series (Personalized Learning, The Power of Advisories, Teaching to Each Student, Integrating Curriculum to Meet Standards, Flexible Systems and Leadership Roles, and Engaging the Whole Community), is designed to help teachers and school leaders develop and assess advisory programs in their own schools. The workshop is a product of applied research and development conducted by the LAB under contract number ED-01-CO-0010 from the U.S. Department of Education as part of the LAB's initiative focusing on student-centered learning in high schools. The authors thank the many individuals who offered their review and guidance throughout the development of this workshop, including Dale Worsley, Joan Landzberg, Michael Trofi, Francie Lindner, Adissa Nicolas, Ted Sizer, Nancy Sizer, and the members of the Student-Centered Learning team: Joseph DiMartino, Patti Smith, Edmund Hamann, Ron Millican, Denise Wolk, Sidney Okashige, and Gregg Sinner.

Contents

About This Workshop 1

Discover the Power of Advisories 5
  What is an Advisory? 6
  The Theory Behind Advisory Programs: What the Literature Says 7
  Successful Advisory Programs: What the Research Says 10
  Five Key Dimensions of Successful Advisory Programs 13
    Key Dimension #1: Purpose 13
    Key Dimension #2: Organization 14
    Key Dimension #3: Advisory Program Content 14
    Key Dimension #4: Assessment 14
    Key Dimension #5: Leadership 15

Key Dimension #1: Purpose 17
  What the Literature Says About Purpose 17

Key Dimension #2: Organization 27
  What the Literature Says About Organization 27

Key Dimension #3: Advisory Program Content 43
  What the Literature Says About Content 43

Key Dimension #4: Assessment 55
  What the Literature Says About Assessment 55

Key Dimension #5: Leadership 65
  What the Literature Says About Leadership 65

Bibliography 79

Protocols

3 : 2 : 1 81

Chalk Talk 83

Determining Program Emphasis: A Card-Sorting Approach 85

The Focusing Four 93

Carousel Brainstorming 97

Connections/Reflections 99

Continuum Exercise 101

Text-Based Seminar Guideline 103

Jigsaw 107

Strategy Shuffle 111

The Charrette 115

Sample Assessment Tools

Sample Assessment Tools: Advisee 1
  ADVISORY CHECK-IN (SELF-ASSESSMENT) 2
  ADVISORY CHECK-IN (ADVISOR ASSESSMENT) 3
  SOPHOMORE CORE PORTFOLIO REQUIREMENTS 4
  SOPHOMORE CORE PORTFOLIO RUBRIC 5
  ADVISORY RUBRIC 6
  PLP PRESENTATION AND CREDIT DETERMINATION 7
  TEACHER WORKSHEET FOR SENIOR PLP PRESENTATION 8
  NOBLE SEMINAR: EXPECTATIONS 10

Sample Assessment Tools: Advisor 11
  RUBRIC FOR ADVISORS 12
  ADVISOR ASSESSMENT 15
  ADVISOR OBSERVATION FORM 17
  PARENT/GUARDIAN FEEDBACK FORM 18
  PRHS PARENT CONTACT LOG 19

Sample Assessment Tools: Advisory Group 20
  ADVISORY COMMUNITY SERVICE PLAN 21
  ADVISORY OBSERVATION 22
  ADVISORY GROUP EFFECTIVENESS ASSESSMENT 23

Sample Assessment Tools: Advisory Program and Leadership 24
  LEADERSHIP TEAM ASSESSMENT 25
  ADVISORY PROGRAM ASSESSMENT
    GENERAL MEASURES OF SCHOOL CLIMATE 27
  ADVISORY PROGRAM ASSESSMENT
    GENERAL MEASURES OF STUDENT ACHIEVEMENT 28

About This Workshop

BEST COPY AVAILABLE

ABOUT THIS WORKSHOP

Welcome to The Power of Advisories workshop, one of six workshops in the *Changing Systems to Personalize Learning* series.

Each of us is responsible for our own learning, yet relationships are fundamental to the learning process both in and out of school. Advisory groups, even in large schools, create the conditions for improving student achievement and behavior and enrich the lives of students and teachers through personalization of the learning experience. Research demonstrates that personalization of the learning environment—enabling students to know well, and be known well by, at least one adult in their school—leads to improved student outcomes in school (Lee, et al., 1995; Newmann, et al., 1992; Stigler and Hiebert, 1999). Advisory groups are one effective means to achieve personalized learning by building supportive relationships between students and teachers.

In 1996, the National Association of Secondary School Principals (NASSP), in partnership with the Carnegie Foundation for the Advancement of Teaching, published *Breaking Ranks: Changing an American Institution,* offering a series of 82 recommendations that provide a powerful and challenging vision of the 21st century high school. From these recommendations, the LAB at Brown has developed a core of 32 recommendations for school change that center around personalization. Of this core set, the following four recommendations refer directly to advisories:

Personal Advising and Mentoring

Chap.	No.	
03	03	Every high school student will have a Personal Adult Advocate to help him or her personalize the educational experience.
06	01	The high school will assess the academic progress of students in a variety of ways so that a clear and valid picture emerges of what they know and are able to do.
03	04	The school will accord meaningful roles in the decision-making process to students, parents, and members of the staff to promote an atmosphere of participation, responsibility, and ownership.
02	05	Teachers will convey a sense of caring to their students so that their students feel that their teachers share a stake in their learning.

Through The Power of Advisories workshop, you will learn how to:

- Create a vision for advisory groups in your own school or district that is based on theory, research, and field expertise
- Develop specific purposes and address issues of school processes and structures that support or diminish the potential of advisory groups
- Learn about content and activities to use during advisory groups
- Investigate assessment mechanisms
- Learn how to create conditions for long-term sustainability of advisory groups

You are a potential teacher of teachers as well as a learner in this process. Imagine with your colleagues, "*What will it take to create, design, develop, demonstrate, and sustain a viable advisory group program in our school?*"

This workshop has been successfully piloted with hundreds of participants in both a three-day institute and a one-day intensive introduction. Comments received from the three-day institute include: "Moved from thinking advisories are important to *believing* how important they are," and, "Learned about building consensus which will help get advisories going," and, "We've had a total change of heart; before the institute we were opposed to advisories." Large, urban high schools and smaller, suburban and rural high schools alike found the materials to be a useful and relevant tool for developing advisories in their own schools.

This workshop, as well as the other *Changing Systems to Personalize Learning* workshops, is designed to help you become a leader for change in your own school or district. Plan now to ask yourself, "*What will I do differently at my school in order to increase personalization through advisory groups?*"

References:

Lee, V., Smith, J., & Croninger, R. (1995). Another look at high school restructuring. *Issues in Restructuring Schools.* (Report #9). Madison, WI: Center on Organization and Restructuring of Schools.

Newmann, F., Wehlage, G., & Lamborn, S. (1992). The significance and sources of student engagement. In F.M. Newman (Ed.), *Student Engagement and Achievement in American Secondary Schools.* New York: Teachers College Press.

Stigler, J., & Hiebert, J. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom.* New York: Simon and Schuster.

Getting Started

Time	Activity & Description	Materials
30 minutes	**3:2:1** This activity centers on 3 things your team hopes for from the training; 2 capacities your group brings to others; 1 fear your group has about advisory programs.	**Notebook** **3:2:1 protocol**
20 minutes	**Create Some Ground Rules: Create a "Group Being"** One way to set the ground rules is to create a "group being." A long piece of butcher paper is rolled out. Each participant traces his/her hand, linking one hand to the next in order to create a circle of hands. Inside the circle of hands, participants write the ways they want to work together and be treated. Outside the circle of hands, participants write the things they want to avoid doing as a group. Post on the wall when done as a visual reminder to be referred to when necessary. Some things your "being" may include are: participate fully; respect each other's opinions and appreciate diversity—no personal attacks; stay focused—limit side conversations; listen carefully—don't interrupt others; take risks; encourage everyone to participate—watch your air time; keep a sense of humor; ask questions when you have them; keep things confidential when asked to; etc.	**Notebook** **Butcher paper for group being or other ground rules creation** **Chart paper & markers**
30 minutes	**Discussion**—What is an advisory? Refer to definitions of advisory programs in binders and review them. Refer to summaries of theory and research in binders. Stress the ideas of students being known well, the importance of relationship building, and the benefits to all—personally, socially, academically, to school culture. This is information you can use to create buy-in at your school.	**Notebook** **Definitions posted on wall**
30 minutes	**Defining Key Dimensions Of Successful Advisory Programs** Ask participants to consider this question, "What does a successful advisory program look like?" Explain they will be exploring this question through a Chalk Talk, a conversation in writing not talking. Conduct the Chalk Talk exercise (refer to Chalk Talk protocol (p. 83) for details). Debrief the Chalk Talk around the key dimensions of an advisory program: purpose, organization, program content, assessment, and leadership. Leave Chalk Talk on the wall to refer back to.	**Chalk Talk protocol** **Butcher paper for Chalk Talk with question "What does a successful advisory look like?" written on it.** **Chart paper & markers**

BEST COPY AVAILABLE

Trust, respect, mutual obligation, and concern for others' welfare can have powerful effects on educators' and learners' interpersonal relationships as well as learners' academic achievement.

BEST COPY AVAILABLE

Discover the Power of Advisories

This workshop has been organized based on an inquiry method of learning—asking questions and collectively exploring possible answers to those questions. The success of this workshop depends upon participants' willingness to ask questions, share ideas, and be reflective. When it comes to advisory programs, there isn't a one-size-fits-all solution. The success of an advisory program really depends on tailoring the program to its community. Therefore, teams should create a vision for an advisory program that would make sense in their school.

Activity

Begin the workshop with the 3:2:1 protocol (p. 81) by asking these questions: 3 things your team hopes for during the course of the workshop, 2 capacities your group brings to others, and 1 fear your group has about institute or advisory programs. Refer to the definitions of advisory programs (p. 5-6) and the summaries of theory and research (p. 6-12) to help the group begin to think about advisories. Stress the ideas of students being known well, the importance of relationship building, and the benefits to all—personally, socially, and academically. This is information you can use to create buy-in at your school.

WHAT IS AN ADVISORY?

> "
> *An Advisor/Advisee Program is: an affective educational program designed to focus on the social, emotional, physical, intellectual, psychological, and ethical development of students; a program providing a structured time during which special activities are designed and implemented to help adolescents find ways to fulfill their identified needs; intended to provide consistent, caring, and continuous adult guidance at school through the organization of a supportive and stable peer group that meets regularly under the guidance of a teacher serving as advisor." (Forte & Schurr, 1993, p.117)*

> "
> *A TA [Teacher Advisory] program could be defined as: an organizational structure in which one small group of students identifies with and belongs to one educator, who nurtures, advocates for, and shepherds through school the individuals in that group." (Cole, 1992, p. 5)*

> "
> *An advisory program is an arrangement whereby one adult and a small group of students have an opportunity to interact on a scheduled basis in order to provide a caring environment for academic guidance and support, everyday administrative details, recognition, and activities to promote citizenship." (NMSA Research Summary #9: Advisory Programs, from www.nmsa.org)*

THE THEORY BEHIND ADVISORY PROGRAMS: WHAT THE LITERATURE SAYS

> *“We believe that everyone at the school should be accorded the respect of being known well, that the particular strengths and weaknesses, worries and hopes, of each young person should be understood and accommodated. Personalization is not just courtesy; it is the necessary condition for efficient and effective teaching of each student.” (Sizer, 1992, p. 143)*

> *“Secondary administrators and teachers have long understood the advantages of positive relationships between educators and students. Trust, respect, mutual obligation, and concern for others' welfare can have powerful effects on educators' and learners' interpersonal relationships as well as learners' academic achievement and overall school progress.” (Manning & Saddlemire, 1996, p. 41)*

> *“Nothing is more important than that each student is known well and that the people who know each student have the authority and flexibility to act on that knowledge.” (Sizer & Sizer, 1999, p. 110)*

> *“An advisory period merely offers the possibility of 'advice' given and taken. What happens within that opportunity is the nub of it. Fuzzy but fundamental qualities of caring and honesty, attentiveness both to the immediate and to a young person's future, empathy, patience, knowing when to draw the line, the expression of disappointment or anger or forgiveness when such is deserved—indeed, those qualities which characterize us as humans rather than programmed robots—mark the essence of a school that is at once compassionate, respectful, and efficient.” (Sizer, 1992, p. 45)*

“If even one person in a school knows him well enough to care, a student's chances of success go up dramatically. In small groups that can focus on a range of subjects, teachers and students are forming new bonds and setting new standards for a personal education.... More, advisory groups can promote the principles of unanxious expectation, trust, and decency in students' relations with their teachers and others, both in school and outside it." (Cushman, 1990, p. 1)

“William M. Alexander and Paul S. George stress: The fundamental purpose of the advisor/advisee program, regardless of its design in any particular school, is to promote involvement between a teacher and the students involved in the advisory group. Every student needs to have a relationship with at least one adult in the school which is characterized by warmth, concern, openness, and understanding. Such a program focuses on what has been called the 'fourth R,' relationships: interpersonal relationships which produce growth for both people involved." (Forte & Schurr, 1993, p. 121)

“The Carnegie Corporation's Report, "Turning Points," received nation-wide recognition and acceptance when initially released in June 1989. The recommendations contained in this report call for...schools that: 1. Create small communities for learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth. The key elements of these communities are schools-within-schools or houses, students, and teachers grouped together as teams, and small group advisories that ensure every student is known well by at least one adult." (Schurr, 1992, p. 7)

“Every student should be well known by at least one adult. Students should be able to rely on that adult to help learn from their experiences, comprehend physical changes and changing relations with family and peers, act on their behalf to marshal every school and community resource needed for the student to succeed, and help fashion a promising vision of the future (Carnegie Council on Adolescent Development, 1989, p. 40)." (Boorstein, 1997, p. 3)

> “Despite the eagerness to solve problems and to improve education, we sometimes lose sight of the most viable concept for helping young people: the developmental approach. This approach recognizes that each individual is unique but progresses through some common growth stages with related needs. It identifies time periods in life when people typically experience extensive changes in their physiological and biochemical systems, which in turn affects their thinking and behavior. Attitudes, habits and skill development are related to certain stages of development and, if attended to in a positive way, can provide the foundation for future success.” (Myrick, 1998, p. 6)

> “If teachers are perceived by students as caring and interested in them, they are more likely to be inspired and to enjoy going to school; they feel encouraged and try harder.” (Myrick, 1998, p. 15)

> “A. Mikalachki concludes: It appears that cognitive learning does not take into account either the feelings and concerns of the students or the social environment that affects those feelings and concerns. But…they have inevitable consequences. Cognitive learning cannot take place in a state of affective disorder, and we can no longer assume that the family or some other agency will take responsibility for the student’s (total) affective development. It is imperative that school systems devote both their wits and their financial resources to the production of programs of affective learning. In them lies a response not only to youth alienation but also to many other human problems that challenge the educational system.” (Forte & Schurr, 1993, p. 124)

> “To have an opportunity for closer relationships between advisor and student, to build interpersonal and social skills and integrate them into real-life situations, to develop a sense of belonging using a small group setting and allowing the adviser to be actively involved in the total development of their students; socially, emotionally, as well as academically.” (Dickinson et al., 1998, p. 3)

> “Although developmental stages and tasks are different for older adolescents, there is still a need for developmental guidance and to assist students in their intellectual, social and personal growth. There may even be a more pronounced need to personalize and humanize education.” (Myrick, 1990, p. 22)

> “With the advisory program as a fundamental part of the schedule and curriculum…, its opportunities were made available to every student without regard to levels of achievement and without excluding anyone.” (Galassi et al., 1998, p. 12)

SUCCESSFUL ADVISORY PROGRAMS: WHAT THE RESEARCH SAYS

> “When data were examined it appeared that TAP [Teacher Advisor Program] had a positive impact on students. Credit was given in evaluation reports for improved academic achievement, a reduction in failing grades, and an increase in higher test scores…. More students took college entrance exams…. There was more monitoring of student progress by advisors and this was corroborated by 61 percent of the students surveyed…. 46 percent [of teachers] believed they influenced several of their advisees to improve their grades. Student attendance in all participating schools improved 44 percent…. In terms of student attitudes, the fourth year project schools reported an 87 percent improvement and the rest listed an improvement of 75.4 percent, based on an attitude survey. Of the teacher advisors, 57 percent said they had positively influenced their advisees' attitudes toward school and this outcome was related to improved student-teacher relationships. Of the third and fourth year schools in the project, 59 percent described how increased involvement of the advisors with advisees through daily meetings and regularly scheduled conferences led to a reduction in the number of school dropouts.” (Myrick, 1990, p. 91-92)

> “
> *In general, students who do not feel an attachment to school personnel tend to have poorer attendance and to drop out more than students who perceive that they are part of a supportive, caring school environment (Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989). Moreover, a positive psychosocial climate between teachers and students appears to improve academic achievement (Flanders, 1965; Rutter, Maughan, Mortimore, Oustson, & Smith, 1979), and AA [advisor-advisee] programs are intended to enhance this ethos of caring by helping students and teachers see themselves as part of a common team pursuing common objectives." (Galassi et al., 1997a, p. 302-303)*

> “
> *More supporting data come from recent research conducted by Paul George on the exemplary middle level school. In these schools, there are five major components, of which one is the advisor-advisee program. He found that 93 percent of the exemplary schools had an advisory program that included every child. Some of the results were: consistent academic improvement (62 percent); an 80 percent reduction in office referrals; 80 percent of the respondents testified that confidence in self-directed learning was positively affected...." [Authors note that the advisory program was just one aspect of personalization that contributed to these results. Others included team development, shared decision-making, and curriculum focus on student personal development.] (Killin & Williams, 1995, p. 46-47)*

> “
> *Reporting on the results of a national survey of practices and trends in middle grades education, Mac Iver (1990) found that, according to principals' estimates, schools with strong advisory programs were 'more successful at meeting students' needs for guidance, advice, and counseling and at lowering the proportion of students who will drop out before finishing high school.'" (Ziegler & Mulhall, 1994, p. 42)*

> “
> *...advisory programs are a type of primary prevention effort, and meta-analytic investigations have shown that primary prevention and affective education efforts in schools have been generally effective (e.g., Baker, Swixher, Nadenichek, & Popowica, 1984)." (Galassi et al., 1997a, p. 321)*

> “*R. L. Johnson and Salmon (1979) reported that teacher advisement at the high school level in Missouri resulted in improvements in students' Tennessee Self-Concept Scale scores as measured both by pretest-posttest changes and in comparison to control and partial advisement groups. In addition, students in schools with advisement programs (a) saw their advisor significantly more often as helpful in selecting courses, planning long-range programs, and solving problems; (b) rated their discussions with their advisors as worthwhile; and (c) stated that their advisor was the adult whom they could trust....” (Galassi et al., 1997a, p. 323)*

> “*Espe (1993) studied the effects of multiage (Grades 8-10) teacher-advisor groups in a junior high school in British Columbia....descriptive statistics indicated that students who received AA were more likely to identify their advisor as the first person they would approach about a concern at school and were more likely to see their advisor as 'there when I needed him/her.'....The majority of parents in the advising school (a) agreed that they had been informed about the program, (b) saw the advisor as the person to contact regarding questions at school, (c) agreed that the advisor was actually looking after their child, and (d) agreed that their child's transition into secondary school had been made easier by the program. The majority of teachers in the advising school felt that advising was successful and that students confided in them and sought academic advice from them.” (Galassi et al., 1997a, p. 324)*

FIVE KEY DIMENSIONS OF SUCCESSFUL ADVISORY PROGRAMS

What makes a successful high school advisory program work? Does the program follow a specific format or strategy? Is its success due to a unique combination of people involved, or is there something else? Successful advisory programs have been shown to include the following five key dimensions:

- a stated **purpose**
- thoughtful **organization**
- relevant **advisory program content**
- ongoing **assessment**
- strong **leadership**

Key Dimension #1: Purpose

Successful advisory programs have a clearly defined purpose or purposes that all members of the community understand and support. There are many different purposes an advisory program can be designed to meet and therefore no two advisory programs will look alike. Each individual school must determine what it values and what it hopes to foster within its community. Listed below are some commonly stated purposes of advisory programs, each of which can foster personalization of a student's school experience.

- To advise students about academic decisions and monitor academic achievement
- To provide developmental guidance (both formal and informal)
- To foster communication between the home and school and among members of the school community
- To encourage supportive peer relationships and practice conflict resolution
- To promote an awareness of diversity and tolerance
- To undertake community service both within and outside the school
- To facilitate community governance and conversations

- To prepare students for life transitions including career development and post-secondary opportunities
- To promote character development and explore moral dilemmas
- To explore the process of group development and have fun

Key Dimension #2: Organization

How an advisory program is structured has a significant impact on how personalized the advisory experience will be. Successful advisory programs organize themselves in ways that allow the stated purposes of the program to be met. In organizing/re-organizing an advisory program, four interlinked areas must be considered: people and size, time and space, professional development and support, and student ownership.

Key Dimension #3: Advisory Program Content

The content of an advisory program will vary based on the purposes to be achieved, on the nature of the school, and on individual advisors. It may be organized around essential questions, themes, or skills. It may be consistent across advisories or vary based on an advisor's knowledge of his/her advisees. Advisors may follow a common curriculum, pick and choose from an advisory handbook, or organize their own activities to personalize the advisory experience. Routines, that both advisor and advisees can count on to structure their experience together, are important.

Key Dimension #4: Assessment

Successful advisory programs are assessed at several levels to determine if the purposes of the program are being met, to determine if participants are meeting expectations, and to measure other advisory program-specific outcomes. These levels include: individual students/advisees; individual advisors; advisory groups as a whole; the overall advisory program; and the school and program leadership. The exact means of assessment will vary across schools as will the accountability mechanisms put in place.

Key Dimension #5: Leadership

Successful advisory programs have strong leadership where an individual or team within the school community is charged with designing, implementing, overseeing, supporting, and assessing the program. Essential among the duties of the leadership are creating buy-in among community members and ensuring that advisors have adequate training, resources, and support. Proactive leadership is vital to avoiding or overcoming common barriers to successful program implementation.

Activity

Consider this question, "What does a successful advisory program look like?" You will be exploring this question through a Chalk Talk, a conversation in writing, not talking. Refer to Chalk Talk protocol for details (p. 83-84). Debrief the Chalk Talk around the key dimensions of an advisory program: purpose, organization, program content, assessment, and leadership, to build an understanding that the workshop is structured around these dimensions. Leave Chalk Talk on the wall to refer back to throughout the workshop.

Key Dimension #1: PURPOSE

Time	Activity & Description	Materials
15 minutes	**Reflective Writing—Understanding Key Dimension #1: Purpose** Ask participants to reflectively write on the question of "What is missing in our school?" Encourage them to think about the needs of students and of the school. Explain that out of these needs arise the purpose(s) of an advisory program, first of the five key dimensions of successful advisory programs. Refer to literature excerpts on purpose. Each team will have the opportunity to consider and clarify possible purpose(s) for your advisory program. Stress the critical importance of defining program purpose(s) and of creating buy-in around that purpose(s).	**Notebook**
25 minutes	**Card Sorting Exercise** Conduct the card-sorting exercise from Galassi et al. (see Card-Sorting protocol (p. 85) for details). Hand each participant his/her own set of cards. Have participants first conduct the card-sorting exercise individually and then in their team. Refer them to the typology chart (p. 21).	**Notebook** **Card-Sorting protocol** **Card sets and summary sheets**
25 minutes	**Focusing Four** Once your team reaches consensus on the general type of advisory program they envision, explain that they will be going through another exercise to generate specific purpose(s). Begin the Focusing Four activity (see the Focusing Four protocol (p. 93) for details). Brainstorming, clarifying, and advocating should be done among the entire group so everyone benefits from discussion of all the possibilities. Canvassing, however, should be done in teams. Canvassing can take place by a hand count or by using post-it notes next to top three or four choices.	**Notebook** **The Focusing Four protocol** **Chart paper & markers** **Post-it notes**
40 minutes	**Design Time** Using the design document, Applying Key Dimension #1 (Purpose) to Your School (p. 23), ask participants to apply what they have learned about purpose to your advisory program. Have the group discuss the various options and ideas that emerge, then write a Statement of Purpose (p. 25).	**Notebook** **Design documents** **Statement of Purpose**

BEST COPY AVAILABLE

There are many different purposes an advisory program can be designed to meet and therefore no two advisory programs will look alike.

BEST COPY AVAILABLE

Key Dimension #1: Purpose

Before you can begin designing an advisory program, your school community needs to agree on the stated purpose of the program. What is missing in your school, and how will an advisory program address those deficits? Agreeing on a purpose for the advisory program is similar in process to agreeing on a school vision—it reflects the ideas, hopes, and wisdoms of the school community and becomes the foundation of everything that follows. You can't make decisions about the organization of an advisory program, its content, how it will be assessed, or what kind of leadership it will have until you know why you want the program in the first place. This section will help you to determine and articulate this crucial first step toward starting an advisory program at your school.

WHAT THE LITERATURE SAYS ABOUT PURPOSE

> " *The vision of what the school community hopes to accomplish if the advisory program is successful is an important philosophical response to the articulation of needs….. Communicating and specifying goals serves program planners not only in a philosophical but also in a technical sense. Articulated focus goals provide the common referents for the planning stages and beyond." (Galassi et al, 1997b, p. 37-38)*

> " *A primary purpose of advisory programs is to provide the time and environment for developing significant relationships between each student and a teacher (advisor)…." (Brown, 2001, p. 15)*

> " *Advisory groups seek to promote students' social, emotional, and moral growth while providing personal and academic guidance." (Manning & Saddlemire, 1996, p. 46)*

> "Different needs are associated with different program emphases, curriculum (program activities), advisory roles and skills, and structural organization. Some programs, for example, might emphasize affective needs of students; whereas other programs seemed more concerned with needs in the cognitive area.... [authors present a typology of advisory components] Caring-type [**Advocacy**] advisory programs, for example, emphasize program components which focus on the one-to-one relationship between the teacher and the student. **Community**-oriented program components focus on building group spirit, morale, and social relationships. **Skills** programs serve the goal of providing developmental guidance and life skills...aimed at the particular needs of adolescents and targets both affective and cognitive needs. **Invigoration** programs provide a period for relaxing and disconnecting from the formalities of the academic program and an opportunity to 'recharge one's batteries' prior to resuming instruction.... **Academic** enhancement programs emphasize cognitive needs and goals—study skills development and monitoring and improving academic performance. The final type of program is **Administrative** Homeroom and serves the need for school announcements, money collection, and other administrative functions. In reviewing a particular advisory program, readers should note that it may have a singular focus or that it may be composed of disparate components to be a hybrid program...." (Galassi et al., 1997b, p. 40)

> "Most schools try to develop programs around eight goals. They may be worded a little differently in some school systems or receive a different emphasis, but in general the goals are: Goal 1: Understanding the School Environment. Goal 2: Understanding Self and Others. Goal 3: Understanding Attitudes and Behaviors. Goal 4: Decision-making and Problem-solving. Goal 5: Interpersonal and Communication Skills. Goal 6: School Success Skills. Goal 7: Career Awareness and Educational Planning. Goal 8: Community Pride and Involvement." (Myrick, 1990, p. 7)

Activity

Reflectively write on the question of "What is missing in your school?" Think about the needs of students and of the school. Out of these needs arise the purpose(s) of an advisory program, the first of the five key dimensions of successful advisory programs. Refer to literature excerpts on purpose (p. 17-18). After the following exercises each team will have the opportunity to consider and clarify possible purpose(s) for their advisory program. Stress the critical importance of defining program purpose(s) and of creating buy-in around that purpose(s).

Reflective Writing: What is missing in your school?

30

Activity

Conduct the card-sorting exercise (see Card-Sorting protocol, p. 85-92). Each participant should have his/her own set of cards. Have participants first conduct the card-sorting exercise individually and then in their team. Refer to the typology chart (p. 21). Remind them that they can bring this exercise back to their faculties, their students, and their parent community to develop consensus.

A Typology of Advisory Emphases
(for use with the card-sorting exercise)

Type	Need	Time	Goals & Focus	Advisor Skills	Sample Activities
Advocacy	Affective	Substantial implementation time	Adult-student relationship	Personal qualities—interest and concern for students	Individual student conferences
Community	Affective	Substantial implementation time	Group identity	Personal qualities—group management	Group discussions, projects, intramurals
Skills	Affective and cognitive	Substantial "prep" and implementation time	Developmental guidance	Personal qualities—group management, group facilitation	Decision making, stress management, race relations, values clarification
Invigoration	Affective	Minimal "prep" time	Relaxing, recharging	Personal qualities—enthusiasm	Intramurals and clubs, parties, informal "fun" activities
Academic	Cognitive	Substantial implementation time	Academic performance	Personal qualities—teaching	Study skills, silent reading, writing, tutoring
Administration	Administrative	Minimal "prep" and implementation time	General school business, "housekeeping"	Clerical, organizational	Announcements, distributing school materials, collecting money

Once teams reach consensus on the general type of advisory program they envision, explain that they will be going through another exercise to generate specific purpose(s).

Activity

Begin the Focusing Four exercise (see Focusing Four protocol, p. 93). Brainstorming, clarifying, and advocating should be done among the entire group so everyone benefits from discussion of all the possibilities. Canvassing, however, should be done in teams. Canvassing can take place by a hand count or by using post-it notes next to top three or four choices.

Activity

Now it is time to apply what you have learned about purpose to your advisory program. Refer to the document, Applying Key Dimension #1 to Your School (p. 23-24), one of five "design" documents throughout this workshop meant to be helpful in considering various options and in generating discussion among team members. At the end of the design time, encourage teams to share their ideas around the purpose(s) of their advisory program and then complete the Statement of Purpose (p. 25).

Applying Key Dimension #1 (Purpose) to Your School

What type of consensus did your team reach through the card-sorting exercise (Galassi et al., 1998) about the emphasis you would like your advisory program to have?

Program Emphasis	**Addresses students' needs in what ways?**	**Reflects the needs of the school community in what ways?**	**Consensus reached**
Advocacy			
Community			
Skills or Developmental Guidance			
Invigoration			
Academic			
Administrative			

BEST COPY AVAILABLE

Program Purpose: Based on the consensus you reach about program emphasis using the Focusing Four protocol, what specific purpose(s) will your advisory program be designed to meet?

Your Program Purpose	Priority value: 1 Essential, non-negotiable 2 Important, but negotiable 3 Experimental and negotiable	Addresses students' needs in what ways?	Reflects the needs of the school community in what ways?

Statement of Purpose:

What purpose(s) will your advisory program be designed to meet in order to personalize students' learning experiences and how will this purpose(s) reflect both the needs of students and the needs of the school community?

Key Dimension #2: ORGANIZATION

Time	Activity & Description	Materials
30 minutes	**Discussion—Understanding Key Dimension #2: Organization** Refer participants to excerpts from the literature on program organization and the list of questions generated in previous carousel brainstorming sessions. Highlights from literature include: the smaller the size of the advisory group the better; sufficiently long and regularly scheduled meeting times are essential; creating structures and processes for advisors to meet, get support, and be trained is crucial.	**Notebook**
35 minutes	**Carousel Brainstorming** This exercise is designed to help you surface questions that get at the impact of program design on attaining program purpose(s). Reiterate that it is about generating questions at this point, not answering them, and having these questions in mind as you envision your advisory program. Conduct the carousel brainstorming activity (see Carousel Brainstorming protocol (p. 97) for details and Organizational Questions (p. 31-33). Have chart paper posted in four different spots in the room, each labeled with one of the following titles: **people/size, time/space, professional development/support**, and **student ownership**. Have additional chart paper available for teams to write on when first sheet is filled. Give each group a different colored marker and ask them to always write with that marker so we know which team wrote which questions. Once teams have rotated through all four areas, debrief around the process and the idea that several minds are better than one. Move all sheets to one area of the room so they can be referred to during design time.	**Notebook** **Carousel Brainstorming protocol** **Chart paper & markers**
40 minutes	**Design Time** Using the design document, Applying Key Dimension #2 (Organization) to Your School (p. 35-40), ask participants to apply what they have learned about organization to your advisory program. Have the group discuss the various options and ideas that emerge, then write a Statement of Organization (p. 41).	**Notebook** **Design documents** **Statement of Organization**

BEST COPY AVAILABLE

Some schools insist that, once assigned, an advisor and advisory group work together as long as the students remain in the school. It is assumed such continuity enables the group and the advisor to build greater trust and to know each other better.

BEST COPY AVAILABLE

Key Dimension #2: Organization

Once the school community has come to consensus on the purpose of the advisory program, they are ready to craft an organizational structure that will enable them to meet that purpose. The organization of the advisory program must allow for the purpose to be met in order to have a successful program. For example, if the purpose of an advisory program is for individual students to have academic advising through the creation of Personal Learning Plans, and the organization doesn't allow for enough time for the advisor to meet with each student, the program fails to meet the stated purpose. If the purpose of the program is to have upper class students mentor younger ones, and advisories are not set up to have students from grades 9-12 together, the program fails to meet the stated purpose. To ensure that your program doesn't have a similar outcome, this section prepares you to organize your school's advisory program directly around its stated purpose(s).

Have participants review the following excerpts from the literature on program organization. Highlights from literature include: the smaller the size of the advisory group the better; sufficiently long and regularly scheduled meeting times are essential; and creating structures and processes for advisors to meet, get support, and be trained is crucial.

WHAT THE LITERATURE SAYS ABOUT ORGANIZATION

> *"Whatever the frequency and design of the program, what happens in a TA group should be: 1) Scheduled, so that students and teachers know what to expect and when to expect it.... 2) Planned, to reflect developmental needs of... students.... 3) Appropriate and feasible within the context of the philosophy of the particular... school.... 4) Supported by the administration and faculty, so that TA is indeed a team effort among school personnel, not just the pet project of a few." (Cole, 1992, p. 11)*

> “*My review of literature…and communication with middle school personnel [has] revealed several common elements in successful advisories…. Groups should be heterogeneous and as small as possible—not exceeding 20 students; advisors should have students from their own teams; advisories should meet five days a week for 20 to 25 minutes; to prepare students for their days' work by helping them focus on learning and alleviate any frustrations they have brought with them, advisories should meet as early as possible during the day, preferably before first period." (Ayres, 1994, p. 13-14)*

> “*The best ratio appears to be about 1:15; but in practice is as low as 1:8 in a few cases, and as high as 1:30 when space and personnel were limited." (Myrick, 1990, p. 19)*

> “*The vast majority of the advisory programs meet daily, in the morning, for 16-30 minutes, with no school reporting an advisory period longer than 45 minutes." (Dickinson et al., 1998, p. 2)*

> “*Scheduling meetings every day is ideal, since it gives advisors and advisees more opportunities to know each other…. Regardless, it appears that the homebase period should be no less than 25 minutes…. It simply takes that amount of time to guide students through most structured activities…. Advisors tend to rush, lose patience, and give up on group activities when time is short." (Myrick, 1990, p. 19-20)*

> “*There is little chance that caring and helping relationships will develop if meeting times are limited, sporadic or lacking in continuity. When advisors meet with advisees on an irregular basis, there is little chance to implement…activities with any consistency. This influences teachers' and students' attitudes and reflects the value given to the program…. TAP [Teacher Advisor Program] must be scheduled a minimum of two days a week; otherwise there is a tendency for a faculty to view TAP as an unimportant adjunct program rather than an integral one with a curriculum." (Myrick, 1990, p. 26)*

“ *Who should be advisors? All students, and all faculty and staff members should be involved. Assignments may differ from time to time but all teachers and most available staff should be assigned advisory groups. This makes it possible for a reasonable advisor-advisee ratio and for all staff to share equal responsibility for advisement in the school. Local conditions, constraints, and policies will influence who may be advisors.” (Myrick, 1990, p. 17-18)*

“ *Matching students to advisors. Many schools let students select their advisors by indicating choices at the time of registration. Other schools follow random procedures, with special attention given to balancing groups in terms of gender, race, academic ability, and general performance in school.” (Myrick, 1990, p. 18)*

“ *Some schools insist that, once assigned, an advisor and advisory group work together as long as the students remain in the school. It is assumed such continuity enables the group and the advisor to build greater trust and to know each other better. Other schools reassign students to advisors and advisory groups at the beginning of each school year, hoping that students will get to know more than just one group of peers and one adult who has taken the time to know them.... Students need a heterogeneous group of peers in their advisory groups.” (Myrick, 1990, p. 18)*

“ *Meeting students individually was considered of utmost importance and a primary difference between high school and middle school teacher advisement programs.” (Myrick, 1990, p. 87)*

“ *Two empirical studies about the effects of multi-age advisories were identified.... The majority of these students liked the cross-grade advisory groups and felt they provided a good opportunity for meeting and knowing others, discussing topics that don’t come up in regular classes, and for strengthening positive feelings between advisors and advisees. Also students showed an* *increase in sense of belonging and feelings of being involved in decision making after three years of the program as compared to after only one year." (Galassi et al., 1998, p. 43)*

"Staff development is viewed by almost every school which has TAP as the most crucial factor for success." (Myrick, 1990, p. 99)

Often in creating change in schools, we come up with great ideas and then organize ourselves in such a way that we are blocked from bringing those ideas to fruition. We get frustrated because we have neither the time, the people, the resources, nor the support to make the idea work. This is too often the case in advisory programs where form often does not follow function. This next exercise is designed to help surface questions that get at the impact of program organization on how to attain program purpose(s). Reiterate that it is about generating questions at this point, not answering them, and about having these questions in mind as you envision your advisory program.

Activity

Conduct the carousel brainstorming exercise (see Carousel Brainstorming protocol, pg. 97). Use chart paper posted in four different spots in the room, each labeled with one of the following titles: people/size, time/space, professional development/support, and student ownership. If space is tight, use tablets or paper with the appropriate headings at individual tables or groups. Give each group a different colored marker and ask them to always write with that marker so you'll know which group wrote which questions. Once groups have rotated through all four areas, debrief around the process and the idea that several minds are better than one. Move all sheets to one area of the room so they can be referred to during design time.

Organizational Questions to Consider…

[generated in the Carousel Brainstorming protocol about advisory organization]

People and Size

- How many advisees will each advisor have?

- Which adults in the school building will serve as advisors? What characteristics should they possess?

- If some teachers do not serve as advisors, what supportive roles can they take on? Will any advisories be co-facilitated (e.g., first-year teacher with veteran teacher)?

- By what criteria will students be sorted into advisories (e.g., age, grade level, gender, race/ethnicity)?

- By what criteria will individual advisees be assigned to individual advisors (e.g., advise only students you teach, common interests, previous relationship, self-selection, random)?

- Will advisors and advisees be paired for one year or multiple years?

- What will be the specific roles and responsibilities of advisors and advisees?

- How will parents be involved in the advisory program?

- How will community members outside the school be involved in the advisory program?

Time and Space

- How often will advisories meet (e.g., once daily, twice daily, twice weekly)?
- How long will advisory meetings be (e.g., brief check-ins, longer activity periods)?
- Will there be time for individual meetings as well as group meetings?
- How will this time fit into the master schedule?
- Where will advisories meet?
- How will advisories be able to personalize their space?
- Will each advisory have its own space?

Professional Development and Support

- How do we create regularly scheduled time for advisors to meet (e.g., time for training, curriculum development, sharing successes, having kid talk)?
- In what types of configurations can advisors meet for training and support (e.g., clusters, teams, full faculty, pairs)?
- How will we identify the types of training and support advisors need (e.g., group process and development, how to communicate with parents, listening skills, knowing when to refer advisees to others, academic advising)?

- How will initial and ongoing training be conducted and by whom?
- What resources do advisors need (e.g., a program coordinator, curriculum, parent volunteers, counselors, petty cash)?
- What additional support will be given to advisors who are new to advising?
- What additional support will be given to advisors who are struggling?
- How will advisors be observed and assessed?
- How will advisory responsibilities be dealt with in the master contract?
- What type of budget will be required for the program?

Student Ownership

- What role will students take in creating/overseeing the advisory program?
- How can advisories serve as a vehicle for empowering students (e.g., through school governance, through student-led groups, by taking on a community responsibility)?
- How can students in upper grade advisories mentor students in lower grade advisories?

Activity

Now it is time to apply what you have learned about organization to your advisory program. Refer to the documents, Applying Key Dimension #2 to Your School (p. 35-40). At the end of the design time, ask participants to apply what they have learned about organization to your school. Have the group discuss the various options and ideas that emerge, then write a Statement of Organization (p. 41).

Applying Key Dimension # 2 (Organization) to Your School

How will you organize your advisory program in order to best support advisors and advisees in meeting the stated purpose(s) of the program? Based on the questions that were generated through the Carousel Brainstorming protocol, consider various design options for your advisory program.

Design option (People, size, time, space)	Description of process or structure	+ Advantages - Disadvantages to meeting stated purposes	+ Areas of support - Areas of opposition	Consensus reached
Advisor-advisee ratio				
Who will be advisors				
Other supportive roles				
Co-facilitation				
Demographic criteria for sorting advisories				
Specific criteria for matching advisors with advisees				

BEST COPY AVAILABLE

Applying Key Dimension # 2 (Organization) to Your School
continued...

Design option (People, size, time, space)	**Description of process or structure**	**+ Advantages - Disadvantages to meeting stated purposes**	**+ Areas of support - Areas of opposition**	**Consensus reached**
Duration of advisor-advisee relationship				
Advisee role and responsibilities				
Advisor role and responsibilities				
Parent involvement				
Community involvement				
Frequency of advisory meetings				
Length of advisory meetings				
Individual vs. group meetings				

Applying Key Dimension # 2 (Organization) to Your School
continued...

Design option (People, size, time, space)	**Description of process or structure**	**+ Advantages - Disadvantages to meeting stated purposes**	**+ Areas of support - Areas of opposition**	**Consensus reached**
Master schedule considerations				
Where will advisories meet?				
Personalization of advisory space				
Sharing of advisory space				

Applying Key Dimension # 2 (Organization) to Your School continued...

Design option (Professional development and support)	Description of process or structure	+ Advantages - Disadvantages to meeting stated purposes	+ Areas of support - Areas of opposition	Consensus reached
Scheduled professional time dedicated to an advisory program				
Configurations for training and support				
Identification of training and support needs				
Initial and ongoing training (what, by whom, how)				
Resources needed by advisors				
New advisor support				

BEST COPY AVAILABLE

Applying Key Dimension # 2 (Organization) to Your School

continued...

Design option (Professional development and support)	**Description of process or structure**	**+ Advantages - Disadvantages to meeting stated purposes**	**+ Areas of support - Areas of opposition**	**Consensus reached**
Struggling advisor support				
Observation and assessment of advisors				
Master contract considerations				
Budget considerations				
Other				

Applying Key Dimension # 2 (Organization) to Your School
continued...

Design option (Student ownership)	**Description of process or structure**	**+ Advantages - Disadvantages to meeting stated purposes**	**+ Areas of support - Areas of opposition**	**Consensus reached**
Additional student roles (e.g., steering committee)				
Opportunities for empowerment (e.g., school governance, community responsibility)				
Mentoring possibilities among older/younger students				
Other				

ST COPY AVAILABLE

Statement of Organization:

What key organizational design elements will your advisory program include in order to best support advisors and advisees in meeting the stated purpose(s) of the advisory program?

Key Dimension #3:
ADVISORY PROGRAM CONTENT

Time	Activity & Description	Materials
10 minutes	**Discussion—Understanding Key Dimension #3: Advisory Program Content** Explain to participants that as they continue to articulate a vision of what their advisory program will look like, they need to consider a third dimension of advisory programs: advisory program content. Stress that advisory program content should serve to help advisors/advisees meet the stated purpose(s) of the advisory program. Refer to literature excerpts around program content.	**Notebook** **Chart paper & markers**
35 minutes	**Continuum Exercise** This exercise is designed to help teams consider various ways of organizing and delivering program content. Conduct the continuum exercise (see Continuum protocol (p. 101) for details). Have the continuum set up on the floor or along a wall. Explain the purpose of a continuum and explain what participants will be doing.	**Continuum protocol** **Continuum signs** **String to create continuum between signs** **Tape or yarn**
60 minutes	**Text-Based Discussion** Conduct text-based discussion on academic advising. (See Text-Based Seminar Guideline (p. 103) for details) and use Academic Advising text (p. 104-105) for basis of discussion. Consider having participants move their chairs into a circle, bringing only the text with them. Reiterate that the point of this discussion is to enlarge our understanding, not to come to any particular understanding or agreement. Give participants sufficient time to read the text and encourage them to read actively—underline, circle, write questions/comment, etc. Once participants are done reading, open the discussion with a question such as: What does it mean to advise students academically? Bring the discussion to a close by summarizing what was said and the questions the discussion raised about our understanding of academic advising.	**Notebook** **Text-Based Seminar Guideline** **Academic Advising text**
40 minutes	**Design Time** Using the design document, Applying Key Dimension #3 (Advisory Program Content) to Your School (p. 49-52), ask participants to apply what they have learned about content to your advisory program. Have the group discuss the various options and ideas that emerge, then outline content for your school's advisory program (p. 53).	**Notebook** **Design documents** **Advisory Program Content Outline**

BEST COPY AVAILABLE

Most advisory programs focus on personal, academic, and career-related themes; students are more engaged in topics that are relevant to their lives.

BEST COPY AVAILABLE

Key Dimension #3: Advisory Program Content

Now that we're clear on purpose and organization, we can begin to think about the content of what actually happens in advisory periods. A number of factors go into determining the curriculum content of advisories. First, a school needs to decide whether it wants a common curriculum for advisories, or whether it wants to let advisors set their own curriculums for their advisory groups. Examples of common curriculums include career exploration, post-secondary planning, 9th grade transitioning, and community service projects. Advisory curriculums set by advisors are often individually oriented around the needs and interests of their advisees. All types of content need to be determined by school faculty and guided by the purpose established. In this section you will explore a variety of content ideas and discuss which might work best to help you achieve the purpose of your program.

Refer to the following literature excerpts (p. 43-45). Highlights include the following findings: most advisory programs focus on personal, academic, and career-related themes; students are more engaged in topics that are relevant to their lives and about which they have some choice; content should promote equity; and advisors need support for content whether that be in the form of curriculum guides, time to plan, etc.

WHAT THE LITERATURE SAYS ABOUT CONTENT

> “*...it seems imperative in selecting activities for program planners to consider the extent to which the activity appears to further the intended program emphasis.... First, the literature and experiences with advisories suggest that students prefer activities that are fun, less structured, stimulating, relevant to their own lives, and over which they can exercise some degree of choice." (Galassi et al., 1998, p. 51)*

> “…the purpose of an advisory session should be to work on developing, both individually and in a group context, the inquiring habits of mind that mark a scholar. Socratic seminars, book discussion groups, debate on school and community issues, and philosophical investigations might all augment one-on-one coaching in this model of the advisory relationship.” (Cushman, 1990, p. 2)

> “Typical kinds of activities which encourage relationship-building in a TA program include personal concerns of students, instructional concerns, school concerns, and career education.” (Cole, 1992, p. 23)

> “The thematic approach for organizing advisory topics was used by an overwhelming majority of schools. These thematic topics fell within the three categories discussed earlier: personal, academic, and career. A sampling of these is provided as illustration: personal—self-esteem, abilities and disabilities, wellness, friendship and violence prevention; academic—know your school, goals, teamwork, learning styles, test-taking skills; career—service learning, volunteering, citizenship, my community/future, career planning.” (Dickinson et al., 1998, p. 3)

> “Some personal and social skills which often receive attention in the guidance curriculum are: getting acquainted, self-esteem, coping with change, time management, conflict management, and classroom behavior. Academically, topics might focus on policies and procedures from the school handbook, computing grade point averages, finding meaning in test results, developing study skills and habits, standardized tests and test anxiety, and learning styles. A few career and educational planning topics include career exploration and choices, employability skills, the job market, what employers look for, alternative jobs in career fields, job applications, resume writing, and community services.” (Myrick, 1990, p. 20)

“*In fact, some of the best advisory group discussions start with historical, literary, or scientific situations that pose compelling moral dilemmas. In her 1984 book* Making Decisions, *. . . Nancy Faust Sizer sets out such cases in 26 pairs—one drawn from students' own environment, one from the world at large to encourage analytical thinking and moral reasoning. Emphasizing respect for the reasoning process over the actual outcome of the decision, she argues, allows students to 'compare, dissect, resolve' their common and individual principles." (Cushman, 1990, p. 2)*

“*Teachers are used to having curriculum guides and they often depend on learning activities to stimulate student thinking and participation. . . . Teacher-advisors have the liberty of discarding any suggested activity that seems unsuited for them or their group, perhaps modifying an activity or substituting another one. . . . Thus the guidance objectives are more important than any activity and it is an advisor's professional judgment which determines how best to meet those objectives." (Myrick, 1990, p. 27)*

“*The Restructuring Team chose advisory topics that high school students consider relevant. For example, adolescents almost daily experience instances of peer pressure, opportunities that call for conflict resolution, situations that threaten self-esteem, and events resulting in stress or anger. The Restructuring Team also included contemporary topics such as delayed gratification, community service, date rape, and sexual harassment, as well as topics of a more traditional nature such as etiquette, character development, and communication. Similarly, respect for all forms of diversity receives emphasis during all four grade levels. Teacher advisors also placed a high priority on developing interpersonal relationships with students." (Manning & Saddlemire, 1998, p. 239-240)*

> “ ...*it is important to create opportunities for students to have discussions and non-competitive interactions in un-tracked, racially integrated settings where there can be cross-racial dialogue.... But how does an advisor nurture the cultural strengths of all people? ...is the curriculum transformed to treat an issue from multiple and equally valid cultural perspectives?" (Galassi et al., 1998, p. 54)*

> “ *Among the appropriate activities for advisory programs in response to that adolescent need might be to consider how gender and sex roles are reevaluated and reinterpreted in contemporary society as a way of helping students come to terms with those roles." (Galassi et al., 1998, p. 56)*

Activity

Conduct the following continuum exercise (see Continuum Exercise protocol, p. 101-102). Have the continuum set up on the floor or along a wall. Explain the purpose of a continuum and what participants will be doing.

Continuum Exercise: Advisory Program Content

(used with Continuum Protocol)

1 Advisory program content should be tailored to meet the needs of students and of the school.

Strongly agree ______________________________ Strongly disagree

2 Advisory program content should be organized around specific questions, themes, or skills.

Strongly agree ______________________________ Strongly disagree

3 Advisory program content should include routines that are common among all advisory groups.

Strongly agree ______________________________ Strongly disagree

4 Advisory program content should be designed by members of the school community, drawing upon a variety of pre-packaged resources.

Strongly agree ______________________________ Strongly disagree

5 Advisory program content should be explicit and consistent across all advisory groups in the school community.

Strongly agree ______________________________ Strongly disagree

6 Advisors should have the flexibility to adapt advisory program content based on the knowledge they have of their advisees.

Strongly agree ______________________________ Strongly disagree

Now that your team has considered the general ways of organizing program content, use the following two activities to help you consider in more depth the type of content that could be used to meet the purpose of academic advising at your school.

Activity

Conduct text-based discussion on academic advising (see Text-Based Seminar Guideline, p. 103). The point of this discussion is to enlarge our understanding, not to come to any particular understanding or agreement. Give participants sufficient time to read the text (p. 104-105). Encourage them to read actively—underline, circle, write questions/comment, etc. Once participants are done reading, open the discussion with a question such as: "What does it mean to advise students academically?" Bring the discussion to a close by summarizing what was said and the questions the discussion raised about our understanding of academic advising.

Activity

Refer to the document, Applying Key Dimension #3 to Your School (p. 49-52) to help your team determine the content of your advisory program. After completing the activity, share ideas around the content of an advisory program and outline the team's ideas for your school's program in the table provided on p. 53.

Applying Key Dimension # 3 (Advisory Program Content) to Your School

What will the content of your advisory program be and how will it serve to help advisors and advisees meet the stated purpose(s) of the program?

Organizing principles	**+ Advantages** **- Disadvantages to meeting stated purposes**	**+ Areas of support** **- Areas of opposition**	**Consensus reached**
Question-based			
Theme- or topic-based			
Skill-based			
Other			

BEST COPY AVAILABLE

Applying Key Dimension # 3 (Advisory Program Content) to Your School

continued...

Consistency versus variation	+ Advantages - Disadvantages to meeting stated purposes	+ Areas of support - Areas of opposition	Consensus reached
Explicit program content: pre-packaged			
Explicit program content: designed by members of the school community			
Program content guide or handbook from which advisors can pick and choose activities			
Advisors create their own activities based on organizing principle for content			

Applying Key Dimension # 3 (Advisory Program Content) to Your School

continued...

Routines	+ Advantages - Disadvantages	+ Areas of support - Areas of opposition	Consensus reached
Connections/Reflections			
Circle time			
Journal writing			
Job wheel			
Other			

Applying Key Dimension # 3 (Advisory Program Content) to Your School
continued...

Content Idea	Connection to program purpose	Addresses students' needs in what ways? Reflects the needs of the school community in what ways?	Will improve student achievement and promote equity in what ways?

Outline your ideas for advisory program content:

Key Dimension #4: ASSESSMENT

Time	Activity & Description	Materials
30 minutes	**Discussion—Understanding Key Dimension #4: Assessment** Refer participants back to the literature excerpts from the research on advisory programs (p. 10-12) and then to the literature excerpts on assessment of advisory programs (p. 55-56). Highlight the range of assessment tools used and the range of outcomes being measured. Raise questions around the following issues: why assess in the first place, what purpose does it serve?; what type of information do we want to gather about our advisory program and individuals/groups within it?; what assessment tools could be helpful in gathering the information we seek about our advisory program? Document conversation on chart paper and post in the room.	**Notebook** **Chart paper & markers**
55 minutes	**Jigsaw** In this next exercise, you will be looking more closely at a variety of assessment tools and models, some generated from authors and others from schools. Conduct the jigsaw around sample assessment tools and models (see Jigsaw protocol (p. 107) for more details). Break group into four jigsaw groups. Each member of the group will get one set of assessment texts, either: individual advisees, individual advisors, advisory groups, or advisory program and school/program leadership. Expert groups are formed around these four assessment areas. (Note: advisory program and school/program leadership are combined though they could be assessed separately.) Encourage participants to apply the questions raised previously to these texts.	**Notebook** **Jigsaw protocol** **Sample assessment**
40 minutes	**Design Time** Using the design document, Applying Key Dimension #4 (Assessment) to Your School (p. 58-62), ask participants to apply what they have learned about assessment to your advisory program. Have them use their notes from the jigsaw and the design document to write a Statement of Assessment (p. 63).	**Notebook** **Design documents** **Statement of Assessment**

BEST COPY AVAILABLE

How you assess an advisory program will vary based on the purpose(s) that has been chosen, the expectations of members of your school community, and on the specific program outcomes you are trying to measure.

BEST COPY AVAILABLE

Key Dimension #4: Assessment

How do we know if our advisory program is working? We need to properly assess the impact on students and advisors and develop a method of assessing the system as a whole. In this section we suggest different assessment strategies that have been successfully used by other schools. These may prove useful as your school develops its own assessment programs.

Refer to the literature excerpts from the research on advisory programs (p. 10-12) and then to the following literature excerpts on assessment of advisory programs (p. 55-56). Highlight the range of assessment tools used and the range of outcomes being measured. Remember that how you assess an advisory program will vary based on the purpose(s) that has been chosen, the expectations of members of your school community, and on the specific program outcomes you are trying to measure.

WHAT THE LITERATURE SAYS ABOUT ASSESSMENT

> “*Formal, periodic evaluation of the program is useful. Questionnaires to elicit information from students, teachers, parents, and others can indicate the effectiveness of the program. Such questionnaires should be based on goals and objectives of the TA program and worded in terms of student behavior outcomes. Other measures of school climate, such as incidents of vandalism, student and teacher attendance, rate of student and teacher transfers, numbers and severity of discipline problems, truancy, evidence of learning, attendance at school-sponsored activities, and student, parent, and community perception of the school can indicate whether or not students feel a valued part of the school." (Cole, 1992, p. 49)*

“To get an evaluation project off the ground it is desirable to identify the many reasons or purposes for doing an evaluation. Worthen (1990) suggests that most program evaluators agree that a constructive program evaluation can play either a formative purpose (helping to improve the program) or a summative purpose (deciding whether a program should be continued).” (Schurr, 1992, p. 3-4)

“The key dimension to consider first is the evaluation’s goal or purpose which, in turn, will influence what evaluation practices will eventually be selected from options available.... Those options include surveys and questionnaires, observations, interviews, self-checklists, and shadow studies.” (Schurr, 1992, p. 15-19)

“In addition to training [for advisors] prior to the program, periodic supervision and occasional booster training and sharing sessions are very important once the program is initiated. Such sessions are widely recommended and provide advisor an opportunity to hone and refine their skills and to confront and collectively resolve advisory problems as they are experienced.” (Galassi et al., 1998, p. 49)

“Another valuable consideration...is the idea of an advisory portfolio.... Such a portfolio would lend focus to this block of time in the schedule, and would give it some weight as well....” (Boorstein, 1997, p. 110)

“Some successful measures which were taken to evaluate a program’s progress were: surveys which allowed parents, students, and advisors to give input; advisor logs of parent/student conferences and phone contacts; compilation of measurable outcomes: grades, attendance, discipline referrals; input from team leaders and the steering committee; administrative interventions with ineffective advisors.” (Myrick, 1990, p. 9)

Activity

Raise questions around the following issues: why assess in the first place, what purpose does it serve, what type of information do we want to gather about our advisory program and individuals/groups within it, and what assessment tools could be helpful in gathering the information we seek about our advisory program? Document the conversation on chart paper and post in the room.

In the next exercise, you will be looking more closely at a variety of assessment tools and models. Some are from authors or schools and others were created by the design team of this workshop.

Activity

Conduct a jigsaw around sample assessment tools and models (see Jigsaw protocol, p. 107). Break into four jigsaw groups. Each member of the group should get one set of assessment texts, either: individual advisees, individual advisors, advisory groups, or advisory program and school/program leadership. Expert groups are formed around these four assessment areas. Apply the questions raised previously to these texts. When participants return to their original jigsaw groups for sharing, have them complete the Notes on Assessment (p. 108-109).

Activity

Ask participants to apply what they have learned about assessment to your advisory program. Refer to the document, Applying Key Dimension #4 to Your School (p. 58-62). Using the notes from your jigsaw discussion and the design documents, write a Statement of Assessment (p. 63).

Applying Key Dimension # 4 (Assessment) to Your School

Based on using the Jigsaw protocol, in what ways may advisees, advisors, advisory groups, the advisory program as a whole, and the school/program leadership be assessed to ensure that individuals meet the expectations you have of them, that the stated purposes of the program are met, and that program specific outcomes are measured?

Options for assessment (Advisee)	**+ Advantages** **- Disadvantages**	**Outcome(s) to be measured**	**Consensus reached**
Advisee self-checklist of participation and other program-specific expectations			
Advisor checklist of the same			
Advisory portfolio (e.g., progress on personal learning plan, journal writing)			
Narrative			
Credit (pass/fail or letter grade)			
Other			

70

Applying Key Dimension # 4 (Assessment) to Your School continued...

Options for assessment (Advisor)	**+ Advantages** **- Disadvantages**	**Outcome(s) to be measured**	**Consensus reached**
Advisor self-checklist of facilitation and other program-specific expectations			
Advisee checklist of the same			
Parent checklist related to advisor-parent interactions			
Observation by peers			
Observation by leadership			
Advisory portfolio			
Advisory logs (of parent contact)			
Other			

Applying Key Dimension # 4 (Assessment) to Your School continued...

Options for assessment (Advisory group)	+ Advantages - Disadvantages	Outcome(s) to be measured	Consensus reached
Advisor checklist rating whether the group has met program-specific expectations			
Advisee checklist of the same			
Community responsibility (e.g., maintaining a bulletin board, hosting visitors)			
Reports to the community on group's progress			
Written plans for meeting specific purpose (e.g., community service plan) and evidence of its completion			
Observation by leadership or by peer group			
Other			

Applying Key Dimension # 4 (Assessment) to Your School continued...

Options for assessment (Advisory program)	+ Advantages - Disadvantages	Formative or summative in nature	Outcome(s) to be measured	Consensus reached
Surveys (advisee, advisor, parents, leadership)				
Interviews				
Shadow studies				
Measures of school climate (e.g., attendance, discipline incidents, truancy, drop-out rate)				
Measures of student achievement (e.g., grades, test scores, progress toward academic goals)				
Other				

Applying Key Dimension # 4 (Assessment) to Your School

continued...

Options for assessment (School/program leadership)	**+ Advantages** **- Disadvantages**	**Outcome(s) to be measured**	**Consensus reached**
Self-checklist of program-specific expectations regarding decisions made, support and resources given			
Advisor checklist of the same			
Focus group			
Other			

Statement of Assessment:

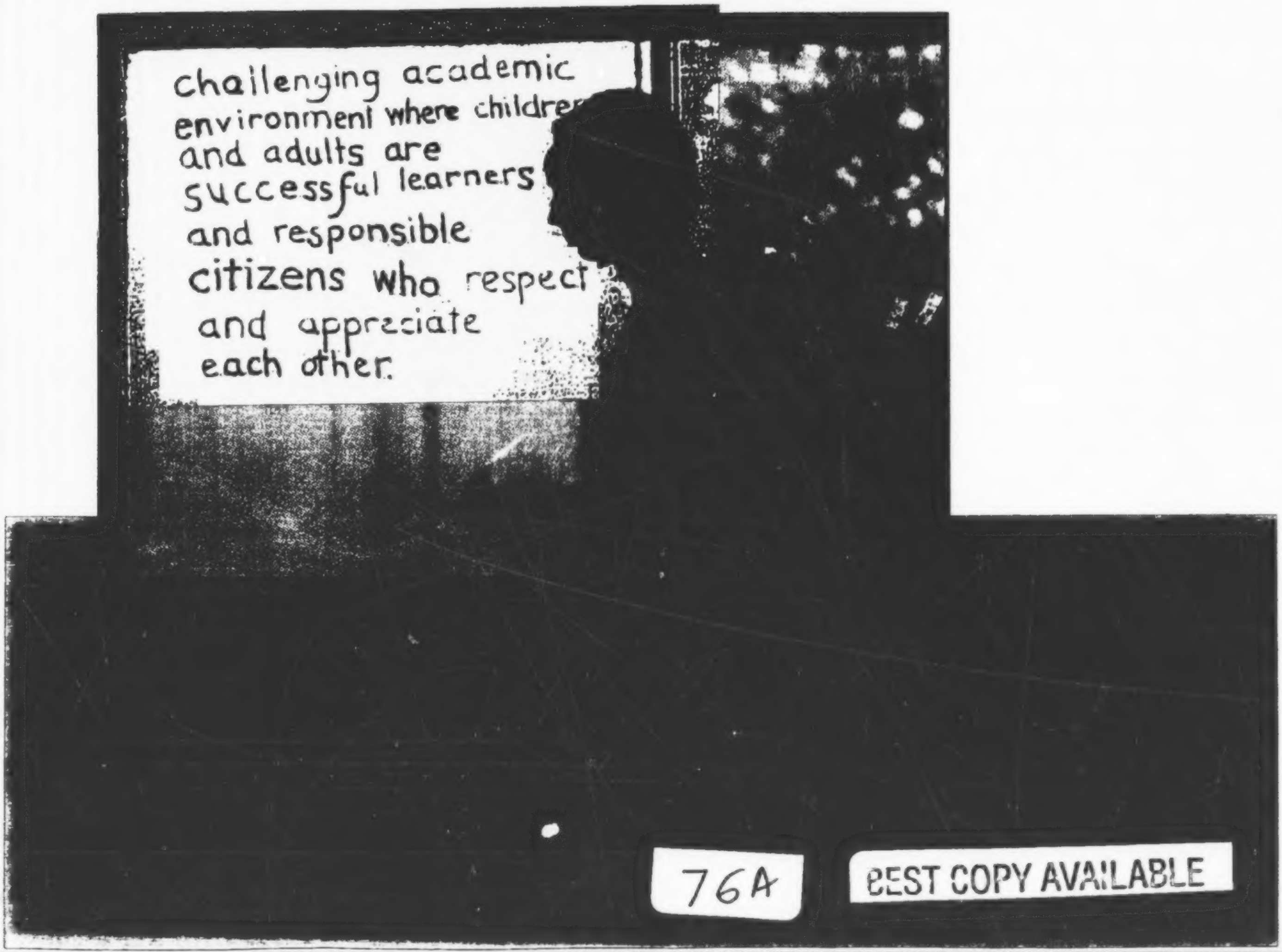
What means of assessment will your school use to ensure that individuals meet the expectations you have of them, that the stated purpose(s) of the program are met, and that program-specific outcomes are measured?

Key Dimension #5: LEADERSHIP

Time	Activity & Description	Materials
10 minutes	**Discussion—Understanding Key Dimension #5: Leadership** Refer to literature excerpts on leadership (p. 65-71). Explain that it is important to start thinking about the leadership needed to support and sustain the advisory program.	**Notebook**
30 minutes	**Reflective Writing** Ask participants to read the Machiavelli quote (p. 72) and write reflectively. Once participants are done writing, conduct a brief whip—go around the room asking each participant to share one thing they thought about the quote with the group. Explain that in addition to all the challenges brought by introducing something new into one's school, there are also other potential barriers common to advisory programs. Refer to literature excerpts about potential barriers.	**Notebook** **Reflective Writing document**
50 minutes	**Conduct Small Group Work** Ask participants to consider more specifically the leadership required to avoid or overcome potential barriers to the success of advisory programs. Refer participants to the Small Group Work on Leadership document (p. 73) where four sets of questions are listed. Either break the group into four smaller groups or ask participants to choose a set of questions they would like to work on. Ask groups to report out on their discussions when they are finished.	**Chart paper & markers**
60 minutes	**Design Time** Using the design document, Applying Key Dimension #5 (Leadership) to Your School, ask participants to apply what they have learned about advisory program leadership by outlining an action plan as to how they will implement this in your school.	**Notebook** **Design documents** **Action Planning document**

BEST COPY AVAILABLE

Change agents and innovators must not only hold and articulate the vision for the change, but also create conditions for hopefulness and positive energy to accompany the change.



challenging academic environment where childre[illegible] and adults are successful learners and responsible citizens who respect and appreciate each other.

BEST COPY AVAILABLE

Key Dimension #5: Leadership

Each of us is a leader in certain ways at certain times. In a setting that is changing from the status quo to a new order, those who initiate change must become leaders as advocates for the change. The status quo has familiarity and vested interests, the new way of doing things is, well, new—and for many, untested. Accordingly, change agents and innovators must not only hold and articulate the vision for the change, but also create conditions for hopefulness and positive energy to accompany the change.

WHAT THE LITERATURE SAYS ABOUT LEADERSHIP

> “*When asked to identify the driving force behind advisory programs, respondents answered that it was a combination of individuals, or groups, in a variety of configurations.... However, every school had someone (or a group) who was overtly in charge of the program. Those responsible for the program were most often the planning/advisory committee, the principal, counselor(s), advisory teachers or a combination of these." (Dickinson et al., 1998, p. 5)*

> “*In general, about 20 percent of most secondary school faculties will quickly embrace the program.... There is another 20 percent of a school faculty, in general, who are clearly resistant... The middle 60 percent of the faculty makes the critical difference. If this group is for TAP [Teacher Advisor Program], then the program will make a positive contribution in the school. If the majority of teachers are against TAP, then the program will have trouble surviving; it will be sabotaged." (Myrick, 1990, p. 25)*

> “*What factors are most critical to enlisting the support of 60 percent of a school's faculty for TAP [Teacher Advisor Program] and developmental guidance? Understanding the philosophy of TAP....Committing adequate*

time for TAP….Providing a developmental guidance curriculum guide…. Preparing teachers in guidance and interpersonal skills…. Having visible administrative support…. Evaluating and assessing TAP." (Myrick, 1990, p. 26-28)

“*Attention to conceptualization and planning, even if it means delaying the start of a program, is an oft-repeated caveat of experienced AA leaders." (Galassi et al., 1998, p. 29)*

“*Set aside time to plan the program before it starts…as there are many issues which need to be addressed and it takes time to build a broad base of support. A quality program requires adequate resources. Therefore, take account of the number of personnel who are available to be advisors, the materials that will be needed, and the cost to get the program started. Select a good external consultant to provide staff training. Then, make provisions for local staff to follow-up with training and support…. A carefully designed curriculum should be prepared by a committee representing the schools. This helps make the curriculum relevant to the community and stimulates a sense of ownership by the staff. Steering committees are valuable in the planning and implementation of a program. They take the pressure off the top-level administrators and provide a broader perspective from staff who are directly involved in the implementation of the program." (Myrick, 1990, p. 51)*

“*A number of advisory program proponents have stressed the importance of intensive and extended planning and staff development not only prior to, but also during the implementation of an advisory program." (Galassi et al., 1998, p. 30)*

“*…principals, teachers, and counselors bear the responsibility for implementing advisory programs but also the burden of keeping them working successfully….'The understanding and support of the principal is the key determiner of success or failure.'" (Galassi et al., 1998, p. 31)*

What Leaders Should Know About Potential Barriers to Successful Advisory Programs

> "*We propose a conceptual framework for identifying potential barriers to achieving successful advisory programs and suggest that they can arise at any of the phases in the life of a program—planning, implementation, or maintenance.... Several barriers to advisories arise in the incipient phase of program planning. We call these conceptualization barriers. Essentially they are goal-setting, staff development, and job description issues that can become obstacles if not attended to carefully. They are encountered when (a) planners fail to identify or agree on the needs of the school community the program will address; (b) the staff have, or perceive themselves to have, inadequate skills to implement the program; or (c) insufficient consideration is given to how the advisory program will affect the advisor's existing workload.... After the program moves past the conceptualization stage, another set of impediments may be encountered. These are implementation and maintenance barriers. They consist of inadequate resources in any of the following areas: planning, staff development, time in the school schedule for the program, interesting activities, or support for the advisory program among parents or other key stakeholders." (Galassi, et al., 1998, p. 26-27)*

Cole (1992) lists the following potential barriers:

- Insufficient planning time before beginning the program
- Inadequate preparation of advisors
- Incomplete development of topics and activities for the TA program
- Too frequent or too infrequent meetings of TA groups
- Lack of administrative and/or counselor support for the program (p. 46-47)

78

A Word About Advisors

Who should be advisors?

> “The schools listed a range of desirable characteristics and traits for a successful advisory. These fell into three categories: individuals with sincere interest in young adolescents, humanistic attributes (caring, sensitive), and skills that provide the undergirding of advisory programs (listening, flexibility, structure).” (Dickinson et al., 1998, p. 5)

> “Research shows that effective teachers have the same perceived characteristics as effective guidance and counseling specialists. Among these characteristics are the willingness and ability to: see the student's point of view; personalize the education experience; facilitate a class discussion where students listen and share ideas; develop a helping relationship with students and parents; organize personal learning experiences; be flexible; be open to trying new ideas; model interpersonal and communication skills; foster a positive learning environment.” (Myrick, 1990, p. 15)

> “In addition to specific skills, a critical factor for teachers may be one of an affective quality; lacking that attitude will prove to be a major obstacle to success. That attitude or quality may be characterized as caring or child-centeredness.” (Galassi et al., 1998, p. 32)

Preparing and supporting advisors

> “The underlying root of problems with implementing advisories and the overriding reason for their failure was inadequate preparation. Fear, inexperience, lack of appropriate skills, and, above all, ignorance of underlying philosophy, contribute to teacher discomfort and rejection of advisories. Once these problems are examined, understood, and modified through staff development, it seems that advisories will cease to be the 'pariah' of middle school education.” (Ayres, 1994, p. 10)

“Staff development was often formalized and covered a wide range of traditional activities: school inservices, observations of other schools' programs, summer sessions, staff retreats and state-sponsored workshops. In these sessions, a range of topics were covered: building consensus, rational processes, resiliency training, self-esteem building, diversity training, career development, adolescent development issues and active listening. These schools use a variety of inservice staff development activities for advisors: beginning of the year, monthly and weekly staff inservice; new staff orientation; part of academic team program; meeting with the advisory program coordinator; and the use of written curriculum." (Dickinson et al., 1998)

“Advisors must know how to listen and respond to students, how to recognize behavior which calls for referral to a helping professional, and how to refer that student to an appropriate helper, usually the school counselor.... Some basic techniques useful to advisors include these: 1. Asking open questions rather than closed questions.... 2. Reflecting student's thoughts.... 3. Using silence...." (Cole, 1992, p. 17-19)

“The basic skills which teacher-advisors need to study, review, and practice are: responding to students' feelings, clarifying or summarizing ideas, asking open-ended questions, complimenting and confronting, linking feelings and ideas, setting limits, and acknowledging contributions." (Myrick, 1990, p. 27)

“An important aspect of the advisement process is the development, maintenance, and nurturance of teams. A team is a group of from 6 to 12 advisors who represent a cross-section of subject areas, age, experience, and philosophies. The team functions as a support system for advisors. Through the team approach, individual advisors are no longer working in isolation. Rather they provide for themselves a climate of support and a structure for sharing which aide them in carrying out their advisement responsibilities." (Moore, 1981, p. 29)

Advisor's role and responsibilities

> "An advisor was responsible to have a well-rounded knowledge of each of his advisees, including having a picture of their home life and anything currently disruptive that might be happening there. If another teacher has disciplinary or academic issues with a student, he or she discusses them with the advisor, and the advisor is involved in any meetings between that teacher and the student, as well as being the family liaison. The advisor serves as advocate for the student within the school, and counsels students on how to manage issues he or she might have with other teachers or elsewhere within the school." (Boorstein, 1997, p. 7)

> "A teacher-advisor is usually responsible for an advisee's cumulative folder, work folders, teacher-student conferences, parent conferences, group guidance experiences, and follow-up on academic progress reports. Advisors also consult with other teachers, school counselors and support personnel about their advisees." (Myrick, 1990, p. 19)

> "“10 Responsibilities of an Advisor: 1. The advisor more than any other person in the school should be the advocate for his or her advisees. 2. The advisor should become informed of all activities regarding his or her advisees and should act on the information accordingly. 3. The advisor should be the group leader and should implement the established building or district advisory program. 4. The advisor should carry out 'housekeeping' responsibilities for the school day such as attendance and lunch count. 5. The advisor should strive to develop a feeling of trust and caring within his or her advisory group. 6. The advisor should at all times regard conversations and interaction between advisor and advisee as confidential. 7. When appropriate the advisor should be willing to share his or her own feelings and personal experiences to serve as a positive role model for advisees. 8. The advisor should take advantage of training and professional growth opportunities related to advisory effectiveness. 9. The advisor must work cooperatively with faculty and administration to develop and maintain a harmonious schoolwide advisory program. 10. The advisor should foster quality communication and relationships among parents or guardians of advisees." (Forte & Schurr, 1993, p. 130)

81

Benefits to Advisors

> “*Personal satisfaction, enhanced ‘with-it-ness,’ and extension of the teacher’s pedagogic and relationship skills were touted as benefits of serving as an advisor. Myrick (1987) and others have identified working closely with students and building positive relationships with them as important factors in teacher satisfaction and reasons for staying in the profession.” (Galassi et al., 1998, p. 8)*

Activity

The goal of the strategy shuffle exercise is to help you explore common dilemmas you may have encountered so far and to learn helpful ways for coping with questions you may have at this point (see Strategy Shuffle protocol, p. 111-113). Because participants are working in teams, make sure when papers are passed that they are passed to people on different teams. Shuffle papers at least three times; more if time allows. Tape papers up in the room so participants have time to read all of them either at the end of the activity or during break times.

Activity

Read the following Machiavelli quote and write reflectively. Once participants are done writing, conduct a brief whip—go around the room asking each participant to share one thing they thought about the quote with the group. Explain that in addition to all the challenges brought by introducing something new into one’s school, there are also other potential barriers common to advisory programs. Refer back to literature excerpts about potential barriers (p. 67) and discuss them.

Reflective Writing

"And it ought to be remembered that there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things. Because the innovator has for enemies all those who have done well under the old conditions, and lukewarm defenders in those who may do well under the new. This coolness arises partly from fear of the opponents, who have the laws on their side, and partly from the incredulity of men, who do not readily believe in new things until they have had a long experience of them. Thus it happens that whenever those who are hostile have the opportunity to attack they do it like partisans, whilst the others defend lukewarmly, in such wise that the prince is endangered along with them." www.the-prince-by-machiavelli.com/the-prince/the_prince_chapter_6.html

Making connections

Consider the quote above and respond to the following question:
How do you see yourself as a leader serving to create and sustain an advisory program in your school?

83

Activity

In the following Small Group Work on Leadership exercise, consider more specifically the leadership required to avoid or overcome potential barriers to the success of advisory programs. Break the group into four smaller groups or ask participants to choose one of the four sets of questions to work on.

Small Group Work on Leadership

- What process(es) can be put in place in order to build support for your advisory program among all school community members, including consideration of the master contract? How will you ensure consensus is achieved around the stated purpose(s)?
- What training do advisors initially need? What ongoing training and support do they require? What other responsibilities might be lessened to give advisors time to focus on advisories?
- What should be included in your program manual or handbook, particularly with regards to advisory program content, assuming it is an advisor's main resource? What other resources (people, paper, electronic) should advisors have access to?
- Through what process will decisions be made about the advisory program, particularly with respect to the time in the schedule devoted to advisory?

Activity

Now it is time to apply what you've learned about advisory program leadership by outlining a strategy about how to bring this work back to the school and lead its planning and implementation. Refer to the document, Applying Key Dimension #5 to Your School (p. 75).

84 A

Applying Key Dimension #5 (Leadership) to Your School

Essential questions about leadership include:

Who will take primary leadership of your advisory program?

What specific barriers do you foresee in the planning, implementation, and maintenance of your program? How do you plan to avoid and/or overcome these barriers?

Activity

Using the following Action Planning document (p. 77), create an action plan for bringing this work back to your school, bearing in mind the question, "What will I do differently tomorrow to create and sustain an advisory program in my school?"

Remember to include the following in your action plan:

- Process for creating buy-in
- Planning along four dimensions: purpose, organization, program content, assessment
- Advisor training and support

Action Planning

Task to be completed	By whom?	Resources required?	Completed by when?	Evidence of completion?

BIBLIOGRAPHY

Ayres, L.R. (1994). Middle school advisory programs: Findings from the field. *Middle School Journal, 25*(3), 8-14.

Boorstein, G. (1997). *A study of advisory.* Unpublished master's thesis, Bank Street College of Education, New York. (ERIC Document Reproduction Service No. ED408544)

Brown, D.F. (2001). Value of advisory sessions for urban young adolescents. *Middle School Journal, 32*(4), 14-22.

Cole, C. (1992). *Nurturing a teacher advisory program.* Columbus, OH: National Middle School Association. (ERIC Document Reproduction Service No. 360078)

Cole, C.G. (1994). Teachers' attitudes before beginning a teacher advisory program. *Middle School Journal, 25*(5), 3-7.

Cushman, K. (Ed.). (1990). Are advisory groups 'essential'? What they do, how they work [Electronic version]. *Horace, 7*(1). Retrieved June 24, 2002, from http://www.essentialschools.org/cs/resources/view/ces_res/8.

Dickinson, T., McEwin, C.K., & Jenkins, D.M. (1998). Lessons learned from successful middle level advisory programs. *Focus on Middle School (Ages 11-13): A Quarterly Newsletter for the Education Community, 10*(4), 1-6. (ERIC Document Reproduction Service No. ED427867)

Forte, I., & Schurr, S. (1993). *Definitive middle school guide: A handbook for success.* Nashville, TN: Incentive.

Galassi, J.P., Gulledge, S.A., & Cox, N.D. (1997a). Middle school advisories: Retrospect and prospect. *Review of Educational Research, 67*(3), 301-338.

Galassi, J.P., Gulledge, S.A., & Cox, N.D. (1997b). Planning and maintaining sound advisory programs. *Middle School Journal, 28*(5), 35-41.

Galassi, J.P., Gulledge, S.A., & Cox, N.D. (1998). *Advisory: Definitions, descriptions, decisions, directions.* Columbus, OH: National Middle School Association. (ERIC Document Reproduction Service No. ED452450)

Killin, T.E., & Williams, R.L. (1995). Making a difference in school climate, counseling services, and student success. *NASSP Bulletin, 79*(570), 44-50.

Lipton, L., & Wellman, B. (1999) *Pathways to understanding: Patterns and practices in the learning-focused classroom* (2nd ed., p. 43). Guilford, VT: Pathways Publishing.

BEST COPY AVAILABLE

Manning, M.L., & Saddlemire, R. (1996). Developing a sense of community in secondary schools. *NASSP Bulletin, 80*(584), 41-48.

Manning, M.L., & Saddlemire, R. (1998). High school advisory programs: The Roosevelt Roads experience. *Clearing House, 71*(4), 239-241.

Moore, E.J. (Project Director). (1981). *Implementing an advisory program in secondary schools.* Atlanta, GA: Georgia State Department of Education. (ERIC Document Reproduction Service No. ED236521)

Myrick, R.D., Myrick, L.S., Blair, C., Chambers, S., Highland, B., Lawson, L. et al. (1990). *The teacher advisor program: An innovative approach to school guidance.* Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services. (ERIC Document Reproduction Service No. ED316791)

Schurr, S.L. (1992). *How to evaluate your middle school.* Columbus, OH: National Middle School Association. (ERIC Document Reproduction Service No. ED360077)

Sizer, T.R. (1992). *Horace's school: Redesigning the American high school.* Boston: Houghton Mifflin.

Sizer, T.R., & Sizer, N.F. (1999). *The students are watching: Schools and the moral contract.* Boston: Beacon Press.

Witmer, J.T. (1992). Teachers as advisers. *Executive Educator, 14*(5), 41-42.

Ziegler, S., & Mulhall, L. (1994). Establishing and evaluating a successful advisory program in a middle school. *Middle School Journal, 25*(4), 42-46.

Protocols

Time	Activity & Description	Materials
	RELATED ACTIVITIES	
30 minutes	**What If You Get Stuck?** So far your teams have had to process a lot and it is likely they have encountered certain dilemmas or have gotten stuck discussing various questions. To help them view these dilemmas or questions from a new perspective and to possibly learn new ways for coping with them, use the strategy shuffle (see Strategy Shuffle protocol (p. 111) for details). Because participants have been working in teams and may be stuck in the same place, make sure when papers are passed that they are passed to people on different teams. Shuffle papers at least three times; more if time allows. Tape papers up in the room so participants have time to read all of them either at the end of the activity or during break times.	**Strategy Shuffle protocol** **Tape**
20 minutes	**Getting Feedback** Conduct the charrette from National School Reform Faculty protocols (see Charrette protocol for details (p. 115). Explain that the point of the charrette is to improve a piece of work in a non-threatening environment. The work to be looked at is meant to be "in progress." Each team will present its work to the remainder of the group; the presenting team will listen as the remainder of the group discusses their work; if appropriate, presenting team may join the conversation; they will end the charrette when they feel they have gotten the feedback they were looking for.	**Charrette protocol**

BEST COPY AVAILABLE

PROTOCOLS

3 : 2 : 1 81

Chalk Talk 83

Determining Program Emphasis: A Card-Sorting Approach 85

The Focusing Four 93

Carousel Brainstorming 97

Connections/Reflections 99

Continuum Exercise 101

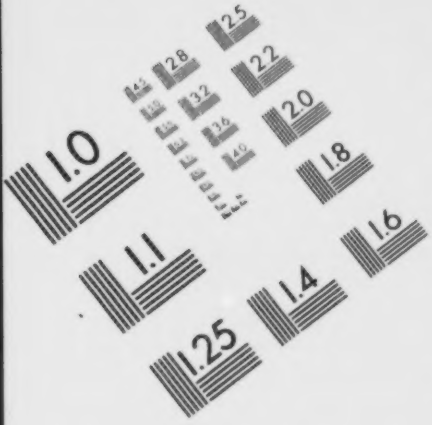
Text-Based Seminar Guideline 103

Jigsaw 107

Strategy Shuffle 111

The Charrette 115

BEST COPY AVAILABLE

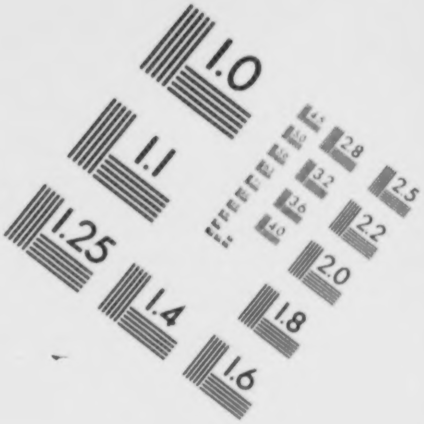

1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5

AIIM

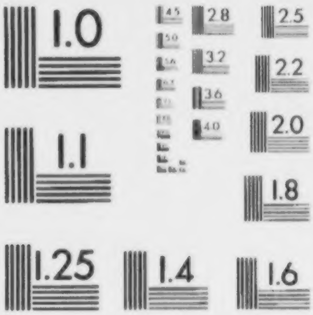
Association for Information and Image Management

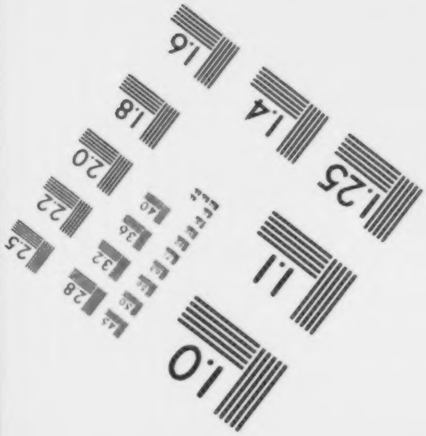
1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910

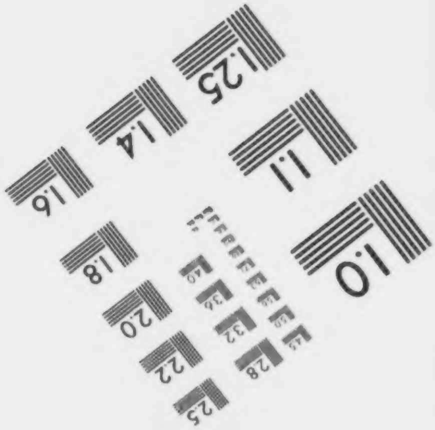
301/587-8202


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5

Centimeter
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
mm
1
2
3
4
5
Inches


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5
5.0


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0

MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

Protocol: **3 : 2 : 1**

(adapted from the 3:2:1 protocol detailed below)

3: What 3 things does your team hope for during this workshop?

2: What 2 capacities does your team bring to others at your school?

1: What 1 fear does your team have about advisory programs?

© 1999 Mira Via LLC. Lipton, L., & Wellman, B. (1999). *Pathways to understanding: Patterns and practices in the learning-focused classroom* (2nd ed., p. 43). Guilford, VT: Pathways Publishing. Used by permission.

Protocol: Chalk Talk

Chalk Talk is a silent way to do reflection, generate ideas, check on learning, develop projects or solve problems. It can be used productively with any group—students, faculty, workshop participants, committees. Because it is done completely in silence, it gives groups a change of pace and encourages thoughtful contemplation. It can be an unforgettable experience. Middle level students absolutely love it—it's the quietest they'll ever be!

FORMAT

Time: Varies according to need, can be from 5 minutes to an hour.

Materials: Chalk board and chalk, or paper roll on the wall and markers.

Process:

1 The facilitator explains VERY BRIEFLY that Chalk Talk is a silent activity. (No one may talk at all. Anyone may add to the Chalk Talk as they please.) You can comment on other people's ideas simply by drawing a connecting line to the comment. It can also be very effective to say nothing at all except to put finger to lips in a gesture of silence and simply begin with #2.

2 The facilitator writes a relevant question in a circle on the board. Sample questions:

- What did you learn today?
- So what? Or now what?
- What do you think about social responsibility and schooling?
- How can we involve the community in the school, and the school in community?
- How can we keep the noise level down in this room?

- What do you want to tell the scheduling committee?
- What do you know about Croatia?
- How are decimals used in the world?

3. The facilitator either hands a piece of chalk to everyone, or places many pieces of chalk at the board and hands several pieces to people at random.

4. People write as they feel moved. There may be long silences—that is natural, so allow plenty of wait time before deciding it is over.

5. How the facilitator chooses to interact with the Chalk Talk influences its outcome. The facilitator can stand back and let it unfold or expand thinking by:

   - circling other interesting ideas, thereby inviting comments to broaden
   - writing questions about a participant comment
   - adding his/her own reflections or ideas
   - connecting two interesting ideas/comments together with a line and adding a question mark

   Actively interacting invites participants to do the same kinds of expansions. A Chalk Talk can be an uncomplicated silent reflection or a spirited, but silent, exchange of ideas. It has been known to solve vexing problems, surprise everyone with how much is collectively known about something, get an entire project planned, or give a committee everything it needs to know with no verbal sparring.

6. When it's done, it's done.

Protocol: Determining Program Emphasis: A Card-Sorting Approach

If school decision makers conclude that an advisory program is needed, then a variety of questions must be answered beginning with the needs to be served and the emphasis of the program. Previously we have identified six different emphases that an advisory program can have and discussed the implications of these emphases for advisor skills and activities. How does an advisory planning team determine the extent to which important stakeholders share a common perspective about the needs and goals of the program? Without agreement, support for the program can erode over time as different priorities surface and come into conflict.

We have devised a simple card-sorting task to facilitate achieving consensus on program emphases. The exercise includes 24 numbered statements (see p. 90-92) which characterize an advisory program and may be cut out and pasted onto 3 x 5 index cards. The first four statements (#1, 7, 13, 19) characterize advisory programs that emphasize individual advocacy or a one-to-one caring relationship between the advisor and student. The next four statements (#2, 8, 14, 20) are characteristic of programs that focus on developing a sense of community in the advisory group. Similarly, there are four statements for each of the other program emphases: skills or developmental guidance (#3, 9, 15, 21), invigoration (#4, 10, 16, 22), academic (#5, 11, 17, 23), and administrative (#6, 12, 18, 24). Individuals administering or making decisions about the program are presented with the cards and given the following instructions:

The cards given to you each contain a statement that can be especially characteristic of or emphasized in an advisory program. It is impossible for an advisory program to contain each of these 24 characteristics or emphases, so we have to make choices or set priorities. The choices we make are very important because they reflect the needs and goals we believe to be most important to a middle school student's development. Hence we need to examine our fundamental beliefs about middle school students and advisory programs in making these choices.

Used by permission. © Galassi, J.P., Gulledge, S.A., & Cox, N.D. (1998). *Advisory: Definitions, descriptions, decisions, directions.* Columbus, OH: National Middle School Association. (ERIC Document Reproduction Service No. ED452450)

You are asked to set priorities for the program by sorting these 24 cards into three piles. The **first pile** should contain the statements that are the most important or the **highest priority** for the advisory program as far as you are concerned. It should contain four and only **four cards**. The **second pile** should contain the next most important or the **next highest priority** statements, and it should contain four and only **four cards**. The **third pile** should contain statements of the **lowest priority** and should contain **16 cards**. Some of the goals on the cards are similar to each other, and selecting more than one of these cards indicates that you place a high priority on that type of goal for your program.

Once you have completed your sorting, write the numbers of the cards you placed in piles one and two (highest and next highest priority) on the **Summary** card in the appropriate spaces. Please return the summary card and all other cards to the person who is facilitating this exercise.[1]

One effective way of using the card-sorting task is to have advisors from each grade level sort the cards individually. Advisors at different grade levels may envision different program emphases for middle school students. Sortings by individual advisors enable each advisor to be explicit and concrete about advisory preferences. By comparing the card numbers with the goal categories (e.g., cards #1, 7, 13, 19 are consistent with an advocacy emphasis; cards #2, 8, 14, 20 are consistent with an emphasis on community), the advisory emphasis for each teacher can be determined.

Team sorting allows the members to discuss their preferences and to come to consensus as a team.

Once the individual sortings have been completed, sorting can be completed by each middle school team by grade level. Each team would be given only the cards that each of its members had individually sorted into the highest or next highest priority categories. In this instance, sorting would be done by the team collectively. Team

---

[1] In using the card-sorting task, note that the number of cards (4) assigned to each of the first two piles is not entirely arbitrary and enables one to determine whether all the cards in a pile represent a similar program emphasis (e.g., advocacy), as the pack of cards contains four cards for each of the six emphases.

Used by permission. © Galassi, J.P., Gulledge, S.A., & Cox, N.D. (1998). *Advisory: Definitions, descriptions, decisions, directions.* Columbus, OH: National Middle School Association. (ERIC Document Reproduction Service No. ED452450)

sorting allows the members to discuss their preferences and to come to consensus as a team. Once again the cards would be sorted into three piles—highest priority (four cards), next highest priority (four cards) and lowest priority (16 or fewer cards depending on how many had been eliminated for a team as a result of the previous sorting by the individual advisors for that team). Each team would then summarize its sortings on the summary card. Comparing the numbered cards chosen with the advisory goals (i.e., advocacy, community, and others) yields the relative advisory emphasis preferred by each team.

One final sorting remains—sorting the cards across the teams for each grade level. Prior to this sorting, however, it is helpful for a facilitator to provide some conceptual information about the six different types of program emphases (advocacy, community, skills, invigoration, academic, and administrative) so that advisors also have a conceptual framework in addition to their personal priorities on which to base their sorting. Thus, for example, advisors would be told about the emphases of an advocacy-oriented advisory program and which of the 24 statements were characteristic of it. In this final sorting they would also be asked to consider how much they thought they could effectively accomplish in their advisory program. Armed with this background, the advisors for each grade would be given only the cards that the teams for that grade level had previously sorted into the highest and next highest priority categories (advisors may have the option to reconsider previously discarded cards if they desire. Each grade level would then sort the cards into three piles—highest priority (four cards), next highest priority (four cards), and lowest priority (16 or fewer cards depending on how many had been eliminated as a result of the previous sortings by individuals and teams for that grade level). During this sorting, it is useful to have a facilitator who helps guide the discussion and assists the advisors in their efforts to reach consensus on the priorities for the advisory program for that grade level. Once again, the priorities for each grade level are written on the summary card and inspected to determine the desired emphasis for the advisory program.

The priorities can then be reviewed and discussed at a subsequent meeting. Some important discussion questions include the following: *To what extent is there commonality across grade levels in advisory program priorities? If little commonality exists, how comfortable and supportive is the faculty and other interested parties in*

Used by permission. © Galassi, J.P., Gulledge, S.A., & Cox, N.D. (1998). *Advisory: Definitions, descriptions, decisions, directions.* Columbus, OH: National Middle School Association. (ERIC Document Reproduction Service No. ED452450)

having different advisory program emphases at different levels? The card-sorting tasks and the discussions that follow substantially increase the likelihood that a faculty and other stakeholders will reach consensus about the fundamental needs and goals of the advisory program and that they will subsequently support the program.

The same card-sorting task could also be completed by a sample of students at each of the different grade levels in order to determine the extent that their priorities are similar to those of the advisors. In this case, however, only a single (individual) sorting would be completed by the students. Their sortings could then be examined in order to determine the percentage of times that each of the six types of advisory goals (advocacy, community, skills, invigoration, academic, administrative) was chosen. Those percentages would indicate the type of emphasis that students prefer for the program. Similarly, the sorting could also be completed by a school administrator, a school governance committee, and by a sample of parents as a means of resolving disagreement about the needs to be served by the program and building consensus for it. Discussions among the major stakeholders could then be conducted in order to reach consensus on the goals for the program.

Obtaining parents' support for an advisory program, and especially one that attempts to meet affective needs of students, is especially important. A number of parents oppose advisory, homebase classes, and school counseling programs on the grounds that they take time away from critical academic subjects and/or because they are seen as involving children's feelings about personal or private family matters (Kaplan, 1997). According to Kaplan, these parents view topics such as self-awareness, decision making, acceptance of individual differences, and so forth as interfering with parents' or religious leaders' ability to determine values as well as right and wrong in these areas. In many instances, they perceive the values presented about these topics in advisory as being in direct contradiction to those taught in the home.

Using a card-sorting activity to set priorities for your advisory program

1. The first pile of four cards should contain the statements that are the most important or the highest priority for your advisory program.

Used by permission. © Galassi, J.P., Gulledge, S.A., & Cox, N.D. (1998). *Advisory: Definitions, descriptions, decisions, directions.* Columbus, OH: National Middle School Association. (ERIC Document Reproduction Service No. ED452450)

2 The second pile of four cards should contain the next most important or the next highest priority statements.

3 The third pile of cards should contain statements of the lowest priority and should contain the remaining 16 cards.

4 Once you have completed your sorting, write the numbers of the cards you placed in piles one and two (highest and next highest priority) on the Summary card under the "highest" and "next highest" categories.

5 Return the Summary card and all the other cards to the person who is facilitating this exercise.

6 Refer to the card-sorting protocol for a fuller explanation interpreting the choices made and their implications for your advisory program.

Highest Priority

(four cards)

Next Highest Priority

(four cards)

Lowest Priority

(16 cards)

Summary

Highest	Next Highest
______	______
______	______
______	______
______	______

Used by permission. © Galassi, J.P., Gulledge, S.A., & Cox, N.D. (1998). *Advisory: Definitions, descriptions, decisions, directions.* Columbus, OH: National Middle School Association. (ERIC Document Reproduction Service No. ED452450)

Advisory Descriptor Cards

Advocacy

1

Engage in informal one-to-one conversations/conferences with the advisor.

7

Experience a one-to-one relationship with the advisor which is characterized by warmth, concern, openness, and understanding.

13

Have a "special relationship" with the advisor in which the student can discuss any and all concerns—academic, personal, and social.

19

Have an advisor who serves as the student's advocate with teachers, parents, etc.

Community

2

Participate in activities to build group spirit/cohesiveness and a sense that the advisory group is special.

8

Experience the advisory group as a "home place" or a "family" within the school.

14

Work together on a common project to benefit the advisory group, the school, the community, etc.

20

Support and be supported by other advisory group members in discussing/facing common problems and concerns of growing up.

Skills (Developmental Guidance)

3	9	15	21
Learn problem-solving and/or decision-making skills.	Learn to understand and appreciate people who are different from themselves.	Learn how to resist pressure to use drugs or to engage in other self-destructive behaviors.	Learn about careers, career development, and life planning.

Invigoration

4	10	16	22
Participate in non-academic activities that are fun and "recharge one's batteries" prior to resuming instruction.	Participate in intramural sports.	Participate in clubs and hobbies.	Celebrate birthdays and special occasions.

Used by permission. © Galassi, J.P., Gulledge, S.A., & Cox, N.D. (1998). *Advisory: Definitions, descriptions, decisions, directions.* Columbus, OH: National Middle School Association. (ERIC Document Reproduction Service No. ED452450)

Academic

5
Learn/practice study.

11
Read for enrichment or personal interest.

17
Do creative or journal writing.

23
Complete homework or receive tutoring or other type of additional academic instruction.

Administrative

6
Receive school announcements or other materials.

12
Review school policies and procedures.

18
Turn in money for trips and special events.

24
Complete miscellaneous "housekeeping" activities such as filling out forms, requested information, etc.

Used by permission. © Galassi, J.P., Gulledge, S.A., & Cox, N.D. (1998). *Advisory: Definitions, descriptions, decisions, directions.* Columbus, OH: National Middle School Association. (ERIC Document Reproduction Service No. ED452450)

Protocol: The Focusing Four

BRAINSTORM

And then:

CLARIFY

And then:

ADVOCATE

And now:

CANVASS

For a sense of the group's preferences

Suggestions for Conducting a Focusing Four Consensus Activity

1. Explain each of the four steps before starting the activity.
2. Check for participant understanding.
3. Explain that the hand count or "vote" at the canvass stage will not make the decision regarding which services to recommend. The group will decide and be guided, not bound, by the data.
4. Begin the process.

Garmston, R. and Wellman, B., ©1999. *The adaptive school: A sourcebook for developing collaborative groups* (p. 90). Norwood, MA: Christopher Gordon. Used by permission.

Brainstorm:

- Record brainstormed ideas on chart paper.
- Elicit ideas only.
- Discourage criticism or questions.
- Push for between 8 to 18 ideas.

Clarify:

- Ask if any items need to be clarified.
- The author provides the clarification.
- Facilitator observes the questioner during clarification and stops the clarification when questioner indicates nonverbally or otherwise that he/she understands.

Advocate:

- Participants may advocate for as many items as they wish and as many times as they wish.
- Statements of advocacy must be phrased in the positive.
- Statements of advocacy must be brief.

Canvass:

- Ask individuals in the group to identify which few of the ideas they feel are most important.
- To determine what a few is, use the formula: one third plus one (If there are 12 items on the list, ask the group to identify 5 that are most important to them; if there are 15 items on the list, ask the group to identify 6.) They do not need to be placed in rank order.
- Take a hand count to determine which items are of greatest interest to the group.

Garmston, R. and Wellman, B., ©1999. *The adaptive school: A sourcebook for developing collaborative groups* (p. 90). Norwood, MA: Christopher Gordon. Used by permission.

Tips for Using Focusing Consensus

1 Insist that all views be heard, understood and respected.

2 Legitimize all perceptions.

3 Confront problems, misunderstandings and bad feelings early in the phases.

4 Address issues, not people.

5 Get agreement on the problem or the vision before going on to solutions.

6 Be explicit about each phase of problem solving.

7 Look for little successes first before tackling the "big" problem.

8 Look for ways of breaking fixation and redefining the problem/solution space. Avoid win/lose and either/or propositions.

9 Get agreement on criteria before evaluating the alternatives.

10 Keep backing up to the phase and level of generality where a foundation of agreements can be developed. Keep summing up agreements.

11 Avoid premature motions.

12 Use formal voting as a last approach.

Garmston, R. and Wellman, B., ©1999. *The adaptive school: A sourcebook for developing collaborative groups* (p. 90). Norwood, MA: Christopher Gordon. Used by permission.

Protocol: Carousel Brainstorming

Carousel Brainstorming *is a wonderful strategy when you and the class need a shift of energy—and it's especially good for your kinesthetic learners. As the class moves from station to station, all learners recognize their value as resources to each other.*

Managing:

Post large sheets of newsprint at various points on the walls around the room. There should be one sheet for each of 4–6 students. Each sheet has a question or topic written on it relating to an area of study.

Divide students into teams of 4–6 and assign a starting point at one of the newsprint stations. Give each team a different color marking pen. The pens travel with the teams. This builds in accountability for the teams and pinpoints the source of any errors or major misconceptions.

Chart headings can be questions, such as:

- What does it need to live?
- Where are you most likely to find it?
- What are some possible causes for ____?

or

sub-topics in a unit of study, such as:

- Regions in the U.S. (NE, SW, Midwest, SE)
- Different habitats (forest, desert, tundra, grasslands)
- Geometric shapes (parallelogram, rhombus, sphere)
- Elements of literature (plot, setting, characters) or various authors

Directions to Student Teams:

1. Stand in front of one sheet of newsprint.
2. Choose a recorder and a facilitator if needed.
3. Quickly brainstorm responses to the posted question and write your responses on the paper.
4. At the signal (after an appropriate time interval), pass the marker to another group member and move one sheet to the right.
5. Repeat the process at each new station.
6. Continue until each team has responded to all the questions.
7. Return to your original sheet and review the items there. Place a question mark by any that you question.

Variations:

- When teams return to their original question or topic, provide fresh paper and have them categorize the responses that they and their classmates generated.
- The topics on each chart can stay the same, but each round can add a different level of thinking or complexity to the required responses.

Helpful Hints:

Create one chart more than the number of teams so there will always be an empty station. Allow teams to self-time, moving to a new chart when they are ready.

For classrooms without available wall space, put each topic/question on a clipboard and have student teams pass the clipboards in rotation.

© 1999 Mira Via LLC. Lipton, L., & Wellman, B. (1999). *Pathways to understanding: Patterns and practices in the learning-focused classroom* (2nd ed., p. 29). Guilford, VT: Pathways Publishing. Used by permission.

BEST COPY AVAILABLE

Protocol: Connections/Reflections

Connections is a way for people to build a bridge from where they are or have been (mentally, physically, etc.) to where they will be going and what they will be doing. It is a time for individuals to reflect within the context of a group—upon a thought, a story, an insight, a question, or a feeling that they are carrying with them into the session, and then connect it to the work they are about to do. Most people engage in *Connections* at the beginning of a meeting, class, or gathering.

There are a few things to emphasize about *Connections* for it to go well…

- It is about connecting people's thoughts to the work they are doing or are about to do.
- Silence is OK, as is using the time to write or just sit and think. Assure people that they will spend a specific amount of time in *Connections*, whether or not anyone speaks out loud. Some groups—and people within groups—value the quiet, reflective time above all else.
- If an issue the group clearly wants to respond to comes up in *Connections*, the group can decide to make time for a discussion about the issue after *Connections* is over.

The "rules" for *Connections* are quite simple:

- Speak if you want to.
- Don't speak if you don't want to.
- Speak only once until everyone who wants to has had a chance to speak.
- Listen and note what people say, but do not respond. *Connections* is not the time to engage in a discussion.

Source: National School Reform Faculty

(p. 1 of 2)

Facilitating the process is also straightforward. Begin by saying "*Connections* is open," and let people know how long it will last. A few minutes before the time is up, let people know that there are a few minutes remaining, so that anyone who hasn't yet spoken might speak. With a minute or so to go, let the group know that you will be drawing *Connections* to a close, and again ask if anyone who hasn't spoken would like to speak. Before ending, ask if anyone who has spoken would like to speak again. Then end.

Ten minutes is usually enough time for groups of 10 people or fewer, 15 minutes for groups of 11–20 people and 20 minutes for any group larger than 20 people. *Connections* generally shouldn't last more than 20 minutes. People can't sustain it. The one exception is when there is a group that has been together for a period of time doing intensive work, and it is the last or next to the last day of their gathering.

Some people will say that *Connections* is misnamed, since people don't connect to (or build on) what other people have said. However, the *process* is a connecting one; and powerful connections can still occur, even though they are not necessarily the result of back and forth conversation.

Source: National School Reform Faculty

(p. 2 of 2)

Protocol: Continuum Exercise

The purpose of a continuum is to generate a discussion among participants about the range of positions one could take on a particular issue. It is a fun alternative to the normal sit-down discussion and is useful for participants who learn best kinesthetically or visually.

Prior to beginning the activity, the facilitator should create the continuum either on the floor or along a wall. At one end of the continuum is a sign that says, "Strongly agree." At the other end of the continuum is a sign that says, "Strongly disagree." At the midpoint is a sign that says, "Neutral." The facilitator may also make signs along the continuum for "Somewhat agree" and "Somewhat disagree." Make sure there is enough room for participants to physically move along the continuum. [Please note that the ends of the continuum can be labeled in many different ways as long as each end represents two polar positions.]

Once the room is set, explain to participants that you will be reading a series of statements for which they will need to decide how strongly they either agree or disagree with each statement. Explain that once participants decide their position, they should physically place themselves at that point along the continuum.

Read the first statement. Allow participants time to think about their position and then physically position themselves on the continuum. Once everyone is situated, ask for volunteers at various points on the continuum to explain the reasons for their positions. Based on the reasons given, some participants may choose to shift their position along the continuum, so allow them the opportunity to do so, asking them to share what changed their thinking. Debrief each statement around areas of concern, confusion, agreement, what has been learned, etc.

Read the remaining statements one at a time and repeat the process above.

Continuum Exercise: Advisory Program Content

(used with Continuum Protocol)

1 Advisory program content should be tailored to meet the needs of students and of the school.

Strongly agree ______________________________ Strongly disagree

2 Advisory program content should be organized around specific questions, themes or skills.

Strongly agree ______________________________ Strongly disagree

3 Advisory program content should include routines that are common among all advisory groups.

Strongly agree ______________________________ Strongly disagree

4 Advisory program content should be designed by members of the school community, drawing upon a variety of pre-packaged resources.

Strongly agree ______________________________ Strongly disagree

5 Advisory program content should be explicit and consistent across all advisory groups in the school community.

Strongly agree ______________________________ Strongly disagree

6 Advisors should have the flexibility to adapt advisory program content based on the knowledge they have of their advisees.

Strongly agree ______________________________ Strongly disagree

Protocol: Text-Based Seminar Guideline

Purpose: Enlargement of understanding of a text, **not** the achievement of some particular understanding.

Ground Rules:

- Refer to the text; challenge others to go to the text. Use page numbers, wait until everyone has found the quote before you begin speaking, and read the part of the text to which you are referring out loud.
- Listen actively.
- Don't step on others' talk. Allow for silences and pauses. If the conversation is moving too quickly, ask for it to slow down.
- Build on what others say. If you plan to change the subject with your thought or comment, ask first if anyone else would like to speak to the topic at hand.
- Let the conversation flow as much as possible, without raising hands or using a speaker's list.
- Converse directly with each other, without going through the facilitator.
- Make the assumptions underlying your comments explicit to others.
- Emphasize clarification, amplification, implications of ideas. Ask one another questions. Say what you don't understand in the text.
- Watch your own air time—both in terms of how often you speak, and in terms of how much you say and when you speak.

© Thompson-Grove, G. (2001). *Text-based seminar guidelines.* Bloomington, IN: Harmony School Education Center. National School Reform Faculty. Used by permission.

Academic Advising *(Text for text-based discussion activity.)*

When we say one of the purposes of our advisory program is academic advising, what is it we hope to achieve? What is it we hope advisees will gain in the process?

At the most basic level, we, as academic advisors, can monitor whether an advisee is meeting the requirements necessary to graduate from the school. We can check that appropriate classes are registered for; we can observe how an advisee is performing in those classes; we can track whether those classes are passed; and we can monitor that sufficient credits are amassed in each subject area.

We, as academic advisors, can facilitate activities that allow advisees to practice certain study skills and interpersonal skills that will help them be successful in the classroom. Time can be taken, for example, to focus on note taking, organizational strategies, following directions, time management skills, strategies for studying, strategies for test taking, and instruction in how to use the library. Advisory meetings can be used to practice communication skills like focusing, listening, and giving and receiving constructive feedback. And time can be spent learning to problem solve around academic problems, to make decisions, to work collaboratively, and to deal with stress and frustration.

As advisors, we serve as advocates for our advisees, helping them access necessary resources, conferencing with teachers or others with whom they are in conflict, and aiding them in navigating the complexities of the school. We are the first point of contact for our advisees. We see the whole child; we know the big picture. Therefore we can see patterns in an advisee's learning, interactions, and behavior.

But are these types of academic advising enough? Is there something else besides the monitoring of school requirements, the development of skills, and the support of an advocate we want advisees to take away from the advising experience?

(p. 1 of 2)

Yes. We want advisees to be reflective of themselves as learners and to take responsibility for their own learning, knowing that they are doing so in a supportive environment. But how do we encourage advisees to be more reflective and to take responsibility? We do so by engaging them in a process that allows them to explore their personal strengths and learning styles and to identify areas for growth. We engage them in a process that allows them to articulate goals (academic, social, and behavioral), develop strategies for achieving those goals, and create the means for reflecting on their progress so they can make adjustments as necessary. Time can be taken in advisory, for example, to complete inventories of learning styles, to journal, to do peer sharing, to review progress reports, to examine habits of learning, and ultimately, to conference individually with students (and, to the extent possible, their parents) to create a personal learning plan—a living document of goals and strategies to be returned to again and again for reference and revision. Granted, this process will take time. It also requires a certain level of trust among our advisees, their parents, and us, as advisors. But, when we ask ourselves what we want students to gain through the process of academic advising, isn't asking advisees to be reflective of themselves as learners and to take responsibility for their own learning what we really hope to achieve?

Debbie Osofsky
Advisory Coordinator
Francis W. Parker Charter Essential School
June, 2002

(p. 2 of 2)

Protocol: Jigsaw

The Jigsaw is a cooperative learning technique, created by Elliot Aronson, that allows participants to become experts in a specific area and then to share that expertise with one another so that all participants understand the entire lesson. The protocol is as follows:

1. Divide participants into four to six jigsaw groups. The exact number of groups will depend upon the number of parts into which you divide the lesson. The groups should be diverse in terms of gender, ability, race, and ethnicity.
2. Give each participant within each group one part of the lesson, usually a text. It is this one part of the lesson on which he/she will become an expert. For example, if you are planning a service project with your advisory at a food bank, one text may be on the causes of hunger, a second on the extent of hunger in this country and your community, a third on the food bank you will partnering with, and a fourth on the types of projects groups have done previously to help end hunger.
3. Allow time for participants to read and become familiar with that text on their own.
4. Create "expert groups" by having all participants who are reading the same text meet for a focused discussion.
5. During this meeting, participants raise any questions they have, highlight the key findings in their text, and discuss what they will share when they return to their original jigsaw group.
6. Have participants return to their jigsaw groups. Each group should choose a facilitator and a timekeeper.
7. Have the facilitator ask each participant to share his/her expertise with the group, allowing time for clarifying questions. Participants should take notes on one another's presentations. The timekeeper should ensure that no one person dominates the group.
8. Once the groups are finished sharing, participants may be held accountable for understanding all parts of the lesson through various assessment tools.

Adapted from the Jigsaw protocol at jigsaw.org

Notes on Assessment

(used in the Jigsaw Exercise)

Individual Advisees

Individual Advisors

Advisory Group

Advisory Program and School/Program Leadership

Protocol: Strategy Shuffle

This heartening exchange of strategies offers participants fresh perspectives on old problems.

Goals: 5–10 Minutes

- To break out of a rut and see problems from a new perspective
- To share coping resources with other participants and learn new strategies for dealing with problems.

Group Size: Unlimited

Time: 5–10 Minutes

Materials: Strategy Shuffle worksheets, masking tape

Process: This process is excellent for groups focused on change, problem-solving, and coping skills.

1 Ask if people are interested in hearing fresh ideas for coping with old problems. When folks respond affirmatively, hand out Strategy Shuffle worksheets and give instructions.

- Do not write your name on your worksheet; you will be able to recognize your own writing or problem situation when you retrieve the worksheet later.
- In the first box labeled **My Situation**, write a brief description of a problem or challenging situation you have been coping with over the past few months.

(p. 1 of 3)

Reproduced from Christian S.S. & Tubesing N.L. (Eds.). (1997). *Instant icebreakers*, Duluth, MN: Whole Person Associates. Used by permission.

- In the second box labeled **My Strategy**, write a brief description of a strategy you have been using or are thinking of using.

2 Decide how to pass the papers. You can pass them around the circle or put all the papers in the middle.

3 Pick a paper. Read the previously written information. Respond with another strategy. Work quickly and keep the process moving along. You will have 5 minutes total to think and write.

4 Supply everyone with masking tape. Ask them to hang all the worksheets on a blackboard or wall. Invite participants to find their own worksheet and silently read all the suggestions of other participants.

5 Ask for examples of helpful strategies generated by this process, congratulating volunteers for claiming their issues and proclaiming new coping options.

6 Encourage participants to leave their strategy sheets posted until the end of the session so others may read them during break times and benefit from the collective wisdom of the group.

Variations:

- Focus on specific problems of your audience (e.g., parenting dilemmas, work problems, relationship problems, communication issues, health concerns, family issues, spiritual dilemmas, group conflicts, addictive behaviors.)

(p. 2 of 3)

Reproduced from Christian S.S. & Tubesing N.L. (Eds.). (1997). *Instant icebreakers*, Duluth, MN: Whole Person Associates. Used by permission.

Strategy Shuffle

My situation:

My strategy:

Other strategies:

(p. 3 of 3)

Reproduced from Christian S.S. & Tubesing N.L. (Eds.). (1997). *Instant icebreakers*, Duluth, MN: Whole Person Associates. Used by permission.

Protocol: The Charrette

The charrette is a term and process borrowed from the architectural community. Its purpose is to improve a piece of work. As described by Carol Coe at Puyallup High School (WA), charrettes are used to "kick up" the level of both student and teacher performance. In their Research and Development Class, for example, the Steering Committee might call for class charrettes on a matter of class procedure. However, a more common occurrence is that one of the design teams within the class will call for a charrette when it is "stuck"—when the members of the team have reached a point in the process where they cannot easily move forward on their own.

Charrettes are not normally held during the final exhibition of work or at the completion of a project; they are not culminating assessments or final evaluations. Instead, they are held in a low-stakes/no-stakes environment, where the requesting team has much to gain from the process and virtually nothing to lose. In short, charrettes are used to scrutinize and improve work before it is ever placed in a high-stakes environment.

The following list of steps attempts to formalize the process for others who might be interested in using it.

1. A group or an individual from the group requests a charrette when one or more of the following conditions exist:
    - the group is experiencing difficulty with the work,
    - a stopping point has been reached,
    - additional minds (thinkers new to the work) could help move it forward.
2. A second group, ranging in size from three to six people, is formed to look at the work. A moderator/facilitator is designated from the newly formed group. It is the moderator's job to observe the charrette, record information that is being created, ask questions along the way, and occasionally summarize the discussion.

Source: Written by Kathy Juarez, Piner High School, Santa Rosa, CA

(p. 1 of 2)

3 The requesting team presents its "work in progress" while the other group listens. (There are no strict time limits, but this usually takes 5 or 10 minutes.)

4 The requesting team states what it needs or wants from the charrette, thereby accepting the responsibility of focusing the discussion. This focus is usually made in the form of a specific request, but it can be as generic as "How can we make this better?" or "What is our next step?"

5 The invited group then discusses while the requesting team listens and takes notes. There are no hard and fast rules here. Occasionally (but not usually) the requesting team joins in the discussion process. The emphasis is on improving the work, which now belongs to the entire group, both the requesting and the invited team. The atmosphere is one of "we're in this together," and our single purpose is "to make a good thing even better."

6 When the requesting group knows it has gotten what it needs from the invited group, they stop the process, briefly summarize what was gained, thank the participants and moderator, and return to the drawing board.

One other consideration: The charrette would be used only when there is sufficient trust present in a group and when the prevailing atmosphere is one of collaboration rather than competition. Undergirding the successful use of the charrette are two fundamental beliefs:

- Individuals or groups working together can usually produce better work than individuals or groups working in isolation ("none of us is as smart as all of us").
- There is no piece of work that with more time, thought and effort couldn't be improved ("with learning there is no finish line").

Source: Written by Kathy Juarez, Piner High School, Santa Rosa, CA (p. 2 of 2)

Southern Maine Partnership · 37 College Avenue, USM, Gorham, ME 04038
Tel:(207)780-5498 · Fax: (207)228-8209 · TTY:(207)780-5646
smp@usm.maine.edu

© 2001 Southern Maine Partnership

Sample Assessment Tools

BEST COPY AVAILABLE

SAMPLE ASSESSMENT TOOLS

Sample Assessment Tools: Advisee 1
ADVISORY CHECK-IN (SELF-ASSESSMENT) 2
ADVISORY CHECK-IN (ADVISOR ASSESSMENT) 3
SOPHOMORE CORE PORTFOLIO REQUIREMENTS 4
SOPHOMORE CORE PORTFOLIO RUBRIC 5
ADVISORY RUBRIC 6
PLP PRESENTATION AND CREDIT DETERMINATION 7
TEACHER WORKSHEET FOR SENIOR PLP PRESENTATION 8
NOBLE SEMINAR: EXPECTATIONS 10

Sample Assessment Tools: Advisor 11
RUBRIC FOR ADVISORS 12
ADVISOR ASSESSMENT 15
ADVISOR OBSERVATION FORM 17
PARENT/GUARDIAN FEEDBACK FORM 18
PRHS PARENT CONTACT LOG 19

Sample Assessment Tools: Advisory Group 20
ADVISORY COMMUNITY SERVICE PLAN 21
ADVISORY OBSERVATION 22
ADVISORY GROUP EFFECTIVENESS ASSESSMENT 23

Sample Assessment Tools: Advisory Program and Leadership 24
LEADERSHIP TEAM ASSESSMENT 25
ADVISORY PROGRAM ASSESSMENT
    GENERAL MEASURES OF SCHOOL CLIMATE 27
ADVISORY PROGRAM ASSESSMENT
    GENERAL MEASURES OF STUDENT ACHIEVEMENT 28

BEST COPY AVAILABLE

Sample Assessment Tools

Advisee

Examples from:

Francis W. Parker Charter Essential School, Devens, MA
Advisory Check-In (Self-Assessment)
Advisory Check-In (Assessed by Advisor)

Poland Regional High School, Poland, ME
Sophomore Core Portfolio Requirements
Sophomore Core Portfolio Rubric

Souhegan High School, Amherst, NH
Advisory Rubric (Criteria for Pass/Fail)

Bonny Eagle High School, Standish, ME
PLP Presentation and Credit Determination
Teacher Worksheet for Senior PLP Presentation

Noble High School, Berwick, ME
Noble Seminar Expectations (Criteria for Pass/Fail)

ADVISORY CHECK-IN (SELF-ASSESSMENT)

Advisee ______________
Advisor ______________
Date ______________

The advisory program exists to enable advisors and students to know each other well so that students make the most of their experiences as members of the Parker community. The specific purposes of advisory are as follows:

1. Academic Advising: The advisory is a place to develop personal learning plans (PLPs), to monitor student progress in general and toward specific goals, to discuss teachers' assessments with students and parents, and to build upon the habits of learning.
2. Community Service: The advisory is a place to practice being an active member of the broader community by designing and implementing community service projects.
3. Community Conversations: The advisory is a vehicle for school-wide conversations about community issues, including school governance, and about being a community member.
4. Recreation: The advisory is a place to have fun and learn about group process and dynamics.

Criteria	**Satisfactory**	**Needs Improvement**
I arrive to advisory on time and stay throughout the duration of advisory meetings (unless prior arrangements have been made with the approval of my advisor).	________	________
I participate in and contribute positively to advisory activities.	________	________
I am respectful and supportive of other advisory members.	________	________
I am respectful of the advisory space and others' property.	________	________
I communicate with my advisor about academic issues and when appropriate about personal issues.	________	________
I am making choices and decisions that will be helpful in reaching the goals of my PLP.	________	________

Source: Francis W. Parker Charter Essential School, Devens, MA 01432

ADVISORY CHECK-IN (ADVISOR ASSESSMENT)

Advisee ______________
Advisor ______________
Date ______________

The advisory program exists to enable advisors and students to know each other well so that students make the most of their experiences as members of the Parker community. The specific purposes of advisory are as follows:

1 Academic Advising: The advisory is a place to develop personal learning plans (PLPs), to monitor student progress in general and toward specific goals, to discuss teachers' assessments with students and parents, and to build upon the habits of learning.

2 Community Service: The advisory is a place to practice being an active member of the broader community by designing and implementing community service projects.

3 Community Conversations: The advisory is a vehicle for school-wide conversations about community issues, including school governance, and about being a community member.

4 Recreation: The advisory is a place to have fun and learn about group process and dynamics.

Criteria	**Satisfactory**	**Needs Improvement**
Advisee arrives to advisory on time and stays throughout the duration of advisory meetings (unless prior arrangements have been made with the approval of the advisor).	________	________
Advisee participates in and contributes positively to advisory activities.	________	________
Advisee is respectful and supportive of other advisory members.	________	________
Advisee is respectful of the advisory space and others' property.	________	________
Advisee communicates with the advisor about academic issues and when appropriate about personal issues.	________	________
Advisee is making choices and decisions that will be helpful in reaching the goals of his/her PLP.	________	________

Source: Francis W. Parker Charter Essential School, Devens, MA 01432

SOPHOMORE CORE PORTFOLIO REQUIREMENTS

Sophomores will complete a portfolio that addresses the following portfolio "Essential Questions":

Who am I (as a learner)?
How am I doing?
Where am I going?

The portfolio will include…

- ***at least* 8 pieces of evidence** from the student's life that address the essential questions of the portfolio. Students can choose evidence from class, co-curriculars, home, hobbies, job, or wherever they find evidence that best answers the questions.
- **reflections/self-assessments** that address the essential questions of the portfolio, including skills and habits implicit in each of the Guiding Principles. The reflections/self-assessments may take a variety of forms and formats as makes sense for the author.
- **a cover letter** that explains the approach the student has taken in addressing the essential questions and provides an overview of his/her answers to the essential questions.
- **context** for each piece of evidence, some way of explaining where the evidence came from and why it is important.

You will keep and revise your portfolio over the length of your PRHS career. The portfolio will be a living document that evolves as you do.

All students will present aspects of their portfolio to a panel that includes their advisor, and likely parents, students, and other faculty. A focus of the presentation will be: Where am I going?

The overall grade that students receive on their portfolio will be listed on their transcripts. *Parents will receive progress reports about their student in terms of "student as worker" at the end of the first semester and in March.*

Remaining Roundtable Day: March 18th
Portfolio Due: March 25th
Portfolio Presentations: During Celebrations of Learning – May 1st and 2nd.

Source: Poland Regional High School

SOPHOMORE CORE PORTFOLIO RUBRIC

Quality of Portfolio Content:

Competent:

- **evidence** (at least 8 pieces) clearly addresses the essential questions of the portfolio.
- **reflections** clearly address the essential questions of the portfolio, including skills and habits implicit in each of the Guiding Principles.
- **cover letter** explains the approach the student has taken in addressing the essential questions and provides an overview of his/her answers to the essential questions.
- each piece of evidence is put in **context** (where it came from); it is clear why the piece is included in the portfolio.
- **overall portfolio** provides a clear answer to the essential questions.

Advanced:

In addition…

- **artifacts** are thoughtfully and intentionally chosen and provide genuine insight into the essential questions.
- any **additional evidence or artifacts** in the portfolio add to its meaning and value.
- **reflections and cover letter** are candid, thorough and insightful.
- the **context** for evidence and other artifacts is adequately detailed.
- **overall portfolio** provides thorough and insightful snapshot of the learner.

Distinguished:

In addition…

- **diverse evidence** provides a comprehensive, distinct sense of the author and his/her learning.
- **reflections and cover letter** are articulate and exhibit a distinct consistent voice.
- **cover letter** is fully developed with rich use of language.
- **overall portfolio** provides a vivid portrait of who the student is as a learner.

Quality of the Portfolio Presentation:

Competent:

- is clear and neat.
- organization does not interfere with understanding.
- errors don't interfere with understanding.

Advanced:

In addition…

- is user friendly, the portfolio's organization facilitates understanding.
- the presentation holds the audience's attention.
- is visually engaging.
- few errors of any kind.

Distinguished:

In addition…

- the organization and presentation positively and creatively complements the content and gives additional insight into the author.
- the presentation is captivating.
- no significant errors.

Source: Poland Regional High School

ADVISORY RUBRIC

Pass/Fail

In order to pass advisory the student must attend and participate in the vast majority of advisory meetings and activities. As with any other class, Souhegan's attendance policy will be in effect. Repeated cuts (more than three) will result in failing advisory.

Work Habits:

4: Consistently contributes to advisory to the best of personal abilities and interests.
Consistently participates in advisory activities.
Consistently demonstrates a positive attitude.
Consistently voices an opinion honestly and constructively.
Demonstrates a strong attendance record (no cuts).
Clearly respects other group members' feelings, preferences, and ideas.
Shows a strong effort to make individually run advisory sessions successful for everyone.

3: Contributes to advisory to the best of personal abilities and interests.
Participates in advisory activities.
Demonstrates a positive attitude.
Voices opinion honestly and constructively.
Demonstrates a positive attitude.
Respects other group members' feelings, preferences, and ideas.
Shows effort to make individually run advisory sessions successful for everyone.

2: Occasionally contributes to advisory to the best of personal abilities and interests.
Occasionally participates in advisory activities.
Occasionally demonstrates a positive attitude.
Occasionally voices opinion honestly and constructively.
Weak attendance record (several cuts).
Occasionally respects other group members' feelings, preferences, and ideas.
Shows occasional effort to make individually run advisory sessions successful for everyone.

1: Rarely contributes to advisory to the best of personal abilities and interests.
Rarely participates in advisory activities.
Rarely demonstrates a positive attitude.
Rarely voices opinion honestly and constructively.
Poor attendance record (more than 3 cuts).
Rarely respects other group members' feelings, preferences, and ideas.
Rarely shows effort to make individually run advisory sessions successful for everyone.

The students will assess themselves each trimester, and if their self-assessments vary from the advisor's, the advisor will discuss it with the advisee.

Source: Alec Wyeth's Advisory 1995. Souhegan High School, Amherst, NH

PLP PRESENTATION AND CREDIT DETERMINATION

Aim: Presentation of PLP for credit
Goals: Seniors to present his/her PLP to peers and mentor (Home Base Teacher)
Results: Completion of PLP for graduation

Materials Needed

Student's PLP
Rubric for Pass or Incomplete of PLP presentation

Process Steps:

1. Senior PLP Checklist (for notes on presentation)
    - A Letter of Introduction
    - B Resume
    - C Letters of Recommendation (three or more)
    - D Samples of Best Work (three or more and include at least one writing sample)
    - E Achievements (i.e., honors, awards received)
    - F Memories/Picture Collages

2. Check that transcript is in the PLP, but the transcript does not have to be part of the presentation.

3. Rubric for Pass or Incomplete of presentation of PLP.

4. Signatures on Senior PLP Checklist. (Indicates completion to satisfaction.)

Source: Bonny Eagle High School

TEACHER WORKSHEET FOR SENIOR PLP PRESENTATION

Directions: Initial the area that you feel is completed. Once all required areas are initialed, the student needs to give you the "Senior PLP Certificate of Completion." Initial sections and sign the certificate and return it to the student.

The following areas are needed to pass the presentation of the Senior PLP:

---

1 Letter of Introduction

____ Correct format.

____ Why you are interested in a particular position/business/college/major.

____ Your career aspirations and goals.

____ The skills and abilities that would make you successful in a particular career or at a particular college.

____ Why this business or college should select you.

---

2 Resume

____ Correct format.
____ Who you are.
____ How you may be contacted.
____ Your experiences, skills, and abilities for the position.

---

3 Letters of Recommendation

____ You should include at least three letters of recommendation—one of each kind described below:

  ____ Employment-Related: A letter from a past or current employer evaluating your work performance.

  ____ Character-Related: A letter from a person (teacher, coach, advisor, guidance counselor, or administrator) who has known you and will testify to your personal and/or academic attributes.

Source: Bonny Eagle High School

(Page 1 of 2)

4 Samples of Best Work

A Required (Choose at least one sample work from each subject)

____ English
____ Science
____ Math
____ Social Studies
____ Fine Arts (Art, Vocal Music, Band, Theater, etc.)
____ Health

B Optional (Choose at least three subject areas)

____ Foreign Language
____ Physical Education
____ Industrial Technology
____ Vocational (PATHS, Westbrook, CO-OP, MCA)
____ Business (Keyboarding, Accounting, etc.)
____ Family and Consumer Sciences (Basic Foods, On Your Own)
____ Electives

---

5 Achievements

____ Transcript (in PLP but not mentioned in presentation)
____ Honors Received
____ Certificates Awarded (Participation, etc.)
____ Awards Received (i.e., 4-H, Eagle Scout, etc.)
____ Recognition
____ Sports Awards/Letters Earned
____ Technical Performance Certificate(s)
____ Driver's License or Permit
____ Other Certificates (CPR, First Aid, Hunter Safety, etc.)

---

6 This is Who I Really Am

____ Personal Interests and Abilities
____ Community Involvement/Volunteer Work

Source: Bonny Eagle High School

(Page 2 of 2)

NOBLE SEMINAR: EXPECTATIONS

This 30-minute block of time is set aside daily for all students and teachers to encourage a richer and more connected Noble High School experience. Each student will be graded on a pass/fail basis. The criteria are listed below:

Attendance:

- Be on time.
- Meet Noble attendance policy requirements.

Participation:

- Meet the portfolio requirements.
- Develop and follow through with Personal Learning Plan (PLP).
- Respectfully interact with group activities.
- Maintain a positive and safe environment.

Source: Noble High School

Sample Assessment Tools

Advisor

Examples from:

Souhegan High School, Amherst, NH
Rubric for Advisors

Francis W. Parker Charter Essential School, Devens, MA
Advisor Assessment

Serving Smaller Learning Communities Topical Institute Design Team
Advisor Observation Form
Parent/Guardian Feedback Form

Poland Regional High School, Poland, ME
PRHS Parent Contact Log

RUBRIC FOR ADVISORS

EXPECTATION: The advisor will know his/her advisees well.

A Individual student meetings:

4 The advisor will hold individual meetings with advisees as needed to address academic or social concerns. They will take place not only during the advisory, but at other times throughout the day as well. The number of meetings will be no fewer than six annually per advisee.

3 The advisor will hold a minimum of six individual meetings with each advisee per year. Those meetings will take place during advisory time and occur following distribution of progress reports or report cards.

2 The advisor will hold at least three individual meetings per year with advisee.

1 The advisor will hold fewer than three individual meetings per year with advisee.

B Awareness of advisee academic status:

4 The advisor will solicit input concerning advisees' academic status throughout the year on an as-needed basis. This will entail awareness of and interaction with all teachers/mentors who work with the advisee.

3 The advisor will be alert to information received from other teachers/mentors concerning advisees' academic status.

2 The advisor will rely solely on student self-reporting as the only indicator of the advisee academic status.

1 The advisor will be unaware of advisee academic status.

C Awareness of advisee social status:

4 The advisor will solicit input concerning advisees' social status throughout the year on an as-needed basis. This will entail awareness of and interaction with all teachers/mentors/administrators/coaches/etc. who work with the advisee.

3 The advisor will be alert to information received from other teachers/mentors/administrators/coaches concerning advisees' social status.

2 The advisor will rely solely on student self-reporting as the only indicator of the advisee social status.

1 The advisor will be unaware of advisee social status.

Source: Souhegan High School, Amherst, NH

(Page 1 of 3)

EXPECTATION: The advisor will serve as a student advocate.

4 The advisor will initiate opportunities to work with the student to resolve challenging situations with teachers/administrators/parents/coaches, etc. on an as-needed basis.

3 The advisor will work with the student to resolve challenging situations with teachers/administrators/parents/coaches, etc. in response to advisee requests.

2 The advisor will be aware of challenging situations that face advisees.

1 The advisor will be unaware of challenging situations that face advisees.

EXPECTATION: The advisor will serve as the primary link between the school and the home on behalf of the student.

4 The advisor will contact parents/guardians on an as-needed basis, and no fewer than three times per year per advisee. Methods of contact will include phone, letter, individual meetings, home visits, parent coffees, etc.

3 The advisor will contact parents/guardians a minimum of three times per year per advisee.

2 The advisor will contact parents/guardians a minimum of two times per year per advisee.

1 The advisor will contact parents/guardians fewer than two times per year per advisee.

EXPECTATION: The advisor will demonstrate effective group discussion/facilitation skills.

4 The advisor will facilitate discussions that involve all group members. The advisor will model appropriate listening, questioning, and feedback/confrontation techniques. The advisor will promote advisee ownership of group "curriculum" to the maximum extent possible and appropriate. The advisor will help the group develop weekly/monthly calendars.

3 The advisor will facilitate group discussions. The advisor will promote advisee ownership of group "curriculum." The advisor will help the group develop weekly/monthly calendars.

2 The advisor will hold daily group meetings.

1 The advisor will hold meetings when his/her schedule permits.

Source: Souhegan High School, Amherst, NH

(Page 2 of 3)

EXPECTATION: The advisor will monitor attendance daily.

4 The advisor will report attendance daily. The advisor will follow up on advisees who are absent frequently.

3 The advisor will report attendance daily.

2 The advisor will report attendance occasionally.

1 The advisor will not report attendance.

Source: Souhegan High School, Amherst, NH

(Page 3 of 3)

ADVISOR ASSESSMENT

Dear Advisee,

Please take the time to thoughtfully complete this Advisor Assessment. We take your opinions very seriously and as we discuss our professional practice, these assessments will play a significant role. Please note: this is not about whether you like or dislike your advisor. It is about the quality of the facilitation you have experienced. Please take this seriously. Answer the questions carefully and honestly.

Directions: Please assess your advisor's work in each category below. Please explain your assessment in the space provided.

Advisor's Name: ____

Knowledge of advisory purpose: Was your advisor clear about the purposes of advisory? Did she/he seek to help the group meet these purposes?

Please explain:

Advising style: Did your advisor use a variety of methods to facilitate the advisory group? Did her/his style motivate and engage advisees?

Please explain:

Ability to organize advisory content: Did you like the activities you did in advisory? Did you learn from them? Did you see their connection to the advisory purposes?

Please explain:

Classroom management skills: Did your advisor maintain an appropriate advisory environment? Did he/she help the advisory resolve conflict and stay on task?

Please explain:

Source: Adapted from the Teacher Evaluation Form, Francis W. Parker Charter Essential School, Devens, MA
(Page 1 of 2)

Relationship with advisees: Did your advisor listen to students? Did she/he treat advisees with care, compassion, and respect? Did she/he try to understand advisees?

Please explain:

Serve as your advocate: Did your advisor serve as your advocate? Did she/he help you resolve the difficult situations, access various resources, and refer you to others when appropriate?

Please explain:

Academic advising: Did your advisor help you through the PLP process? Did she/he monitor your progress in academic classes and toward your PLP goals? Did she/he create opportunities for reflection and celebration?

Please explain:

Individual meetings: Did your advisor meet with you individually during the year to maintain communication and to address academic and social concerns as needed?

Please explain:

Connection to home: Did your advisor have contact with your home? Did she/he help to answer questions, explain decisions, and celebrate your success with your parent/guardian?

Please explain:

How would you assess your own performance, attitude, and behavior in this advisory?

Please explain:

Source: Adapted from the Teacher Evaluation Form, Francis W. Parker Charter Essential School, Devens, MA
(Page 2 of 2)

ADVISOR OBSERVATION FORM

This observation form may be used to assess an advisor working with his/her advisory group. A formal summary may be written from these notes and discussed at a later time with the advisor.

Observation	**Yes**	**No**	**Comments**
1 Advisor began and ended the advisory meeting on time.			
2 Advisor set a tone within the group that conveyed the importance of the advisory.			
3 Advisor clearly explained the purpose of the day's activity or activities.			
4 Advisor clearly explained the directions for each activity.			
5 Advisor utilized a variety of facilitation skills during the advisory meeting (attending, reflecting, inviting, connecting, assessing, debriefing).			
6 Advisor created opportunities for advisees to take on various roles in the group (i.e., leadership).			
7 Advisor maintained a positive learning environment, redirecting advisees when necessary.			
8 Advisor encouraged active participation among all advisees.			
9 Advisor listened to advisees and encouraged constructive feedback.			
10 Advisor connected with each advisee individually during the advisory meeting.			
Other:			

Source: Serving Smaller Learning Communities Topical Institute Design Team

PARENT/GUARDIAN FEEDBACK FORM

Dear Parent/Guardian,

Please take a moment to answer the questions below about your child's advisor. Your input is valuable to us as we reflect on our practices as advisors. You do not need to note your child's name, but please indicate the name of the advisor about whom you are giving feedback. Thank you.

Advisor ____

Observation	**Yes**	**No**	**Comments**
1 Do you feel you can contact your child's advisor with any questions or concerns you have?			
2 Do you feel your child's advisor has kept you informed of your child's academic progress?			
3 Do you feel your child's advisor has kept you informed of other issues related to your child's school experience?			
4 Have you been invited to participate in the PLP process with your child by his/her advisor?			
5 Do you feel comfortable sharing information about your child that may impact his/her school experience with his/her advisor?			
6 Do you feel your child has developed a beneficial relationship with his/her advisor?			
7 Do you feel your child's advisor is serving as his/her advocate in the school?			
8 Do you feel your child's advisor sufficiently monitors his/her academic progress and advises your child and you accordingly?			
9 Do you feel your child's advisor satisfactorily guides the advisory group toward meeting the stated purpose of the advisory program?			
10 Other comments?			

Source: Serving Smaller Learning Communities Topical Institute Design Team

PRHS PARENT CONTACT LOG

Student Name/Parent	Date and Time	Conversation Summary

Source: Poland Regional High School

Sample Assessment Tools

Advisory Group

Examples from:

Francis W. Parker Charter Essential School, Devens, MA
Advisory Community Service Plan
Advisory Observation (adapted)

Souhegan High School, Amherst, NH
Advisory Group Effectiveness Assessment

ADVISORY COMMUNITY SERVICE PLAN

Advisory is a place for students and faculty to practice being active members of the community by designing and implementing community service projects. With that in mind, each advisory is asked to do two things this year: write an Advisory Community Service Plan and provide evidence that the service you planned has been completed.

Your plan should include the following:

1. What 1, 2, or 3 community service project(s) are you going to perform this year?
2. Why is this service project(s) important to your advisory and the community?
3. How will you prepare for this service project(s)?
4. What will you actually do for this service project(s)?
5. What evidence will you provide to demonstrate what you have done and how will you reflect on the service project(s) once it is completed?
6. How will you celebrate and share what you've accomplished?

Please submit your Advisory Community Service Plan to __________ by ___________. You may need to add to and/or revise your plan at any time during the year, so please don't feel like you have to figure everything out right now.

Also, remember to use the resources of your Advisory Parent Representative and to look at the service opportunities listed on the Advisory Update board in the faculty room.

During one of the community meetings in May, each advisory is expected to share their service experience with the entire school. We will be formally recognizing and sharing everyone's service at this time, but if you have something to share earlier on in the year, please do so at other community meetings. Evidence of the completion of your community service is expected prior to the community meeting in May. Evidence may include reflective writing, photographs, letters from partnering organizations, etc.

Source: Francis W. Parker Charter Essential School, Devens, MA

ADVISORY OBSERVATION

SLC Institute Model

Impressions/questions

Tone of advisory/ sensitivity

Advisory group: ______________

# of advisees: ______________

Date/time: ______________

Observer: ______________

Context: ______________

Visual happenings

Aural happenings

Level of participation

Roles

Content/modes/ types of activities

Group dynamic/interaction

Centrality of advisor/ advisees

Leadership/ownership

Absence/presence of struggle

Layout of room/people/spatial considerations

Evidence that the program purpose is being met

Source: Adapted from class observation tool of Francis W. Parker Charter Essential School, Devens, MA

ADVISORY GROUP EFFECTIVENESS ASSESSMENT

Goal Setting

poor 1 2 3 4 5 6 7 outstanding

Trust

poor 1 2 3 4 5 6 7 outstanding

Support for One Another

poor 1 2 3 4 5 6 7 outstanding

Openness

poor 1 2 3 4 5 6 7 outstanding

Gender Issues

poor 1 2 3 4 5 6 7 outstanding

Communication (talking)

poor 1 2 3 4 5 6 7 outstanding

Communication (listening)

poor 1 2 3 4 5 6 7 outstanding

Leadership

poor 1 2 3 4 5 6 7 outstanding

Energy

poor 1 2 3 4 5 6 7 outstanding

Decision Making/Problem Solving

poor 1 2 3 4 5 6 7 outstanding

Conflict Resolution

poor 1 2 3 4 5 6 7 outstanding

Use of Individual Skills

poor 1 2 3 4 5 6 7 outstanding

Goal Accomplishment

poor 1 2 3 4 5 6 7 outstanding

Source: Advisor Manual: Souhegan High School, Amherst, NH

Sample Assessment Tools

Advisory Program and Leadership

Examples from:

Serving Smaller Learning Communities Topical Institute Design Team

- Leadership Team Assessment
- General Measures of School Climate
- General Measures of Student Achievement

LEADERSHIP TEAM ASSESSMENT

Completed first by individual leadership team members and then debriefed among the entire group.

Assessment Criteria

The leadership team of the advisory program meets regularly to discuss advisory issues.

______ Rarely ______ Often ______ Always

Comments:

All leadership team members are present at advisory team meetings.

______ Rarely ______ Often ______ Always

Comments:

The leadership team identifies student and school needs to be served by the advisory program.

______ Rarely ______ Often ______ Always

Comments:

The leadership team ensures sufficient planning is undertaken before implementing the advisory program or introducing new elements to it.

______ Rarely ______ Often ______ Always

Comments:

The leadership team provides advisors with training, resources, and other support.

______ Rarely ______ Often ______ Always

Comments:

Source: Serving Smaller Learning Communities Topical Institute Design Team

(Page 1 of 2)

The leadership team seeks to build consensus about advisory program decisions, facilitating discussions among all members of the school community (students, faculty, parents, staff).

______ Rarely ______ Often ______ Always

Comments:

The leadership team ensures adequate time is given to advisory activities.

______ Rarely ______ Often ______ Always

Comments:

The leadership team gathers evidence that attests to the advisory program's effectiveness, including both quantitative and qualitative measures.

______ Rarely ______ Often ______ Always

Comments:

The leadership team regularly considers how organizational design impacts the degree to which program purposes are met.

______ Rarely ______ Often ______ Always

Comments:

The leadership team reviews advisory program content and its relevance to program purpose(s).

______ Rarely ______ Often ______ Always

Comments:

The leadership team actively seeks feedback about the advisory program and is open to suggestions from the school community.

______ Rarely ______ Often ______ Always

Comments:

Source: Serving Smaller Learning Communities Topical Institute Design Team

(Page 2 of 2)

ADVISORY PROGRAM ASSESSMENT
GENERAL MEASURES OF SCHOOL CLIMATE

Outcome to Be Measured	Pre-Implementation	Post-Implementation
Advisee satisfaction with the advisory program		
Advisor satisfaction with the advisory program		
Parent satisfaction with the advisory program		
Advisee attendance		
Advisor attendance		
Advisee transfers		
Advisor transfers		
Incidents of vandalism		
Number/severity of discipline problems		
Truancy		
Dropout rate		
Referrals to other resources (counselors, health clinics, tutoring, etc.)		
Advisor skills development		
Progress made on PLP		
Percent of students passing all of their courses		
Grade point averages		
Standardized test scores		
Post-secondary plans (i.e., college or workforce)		

Source: Serving Smaller Learning Communities Topical Institute Design Team

BEST COPY AVAILABLE

ADVISORY PROGRAM ASSESSMENT
GENERAL MEASURES OF STUDENT ACHIEVEMENT

Outcome to Be Measured	Pre-Implementation	Post-Implementation
Progress made on Personal Learning Plans		
% of students passing all of their courses		
Grade point averages		
Standardized test scores		
Post-secondary plans (i.e., attend college, join workforce)		

Source: Serving Smaller Learning Communities Topical Institute Design Team

The Education Alliance at Brown University
Northeast and Islands Regional Educational Laboratory (LAB)

LAB Directors and Board

Adeline Becker
Executive Director, The Education Alliance

Mary-Beth Fafard
Executive Director, The LAB at Brown University

Peter McWalters
Chair, LAB Board of Governors

Aminda Gentile
Vice Chair, LAB Board of Governors

Board Members

Alice Carlan
Alicia M. Castillo-Ortiz
Charles F. Desmond
Edward J. Doherty
Nicholas Donohue
David Driscoll
Michele Forman
Susan A. Gendron
Diana Lam
David C. Larsen
L. Maria Sotelo Mann
Raymond McNulty
Catherine J. Medd
Noreen Michael
Richard P. Mills
Gregory S. Nash
Elizabeth Neale
Peter J. Negroni
Basan N. Nembirkow
C. Patrick Proctor, Sr.
Cesar Rey-Hernandez
Theodore S. Sergi
Alicia Smith Wallace

THE
EDUCATION
ALLIANCE
BROWN UNIVERSITY

222 Richmond Street, Suite 300
Providence, RI 02903-4226

Phone 800.521.9550
Fax 401.421.7650
E-mail info@alliance.brown.edu
Web www.alliance.brown.edu

152

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC®

NOTICE

Reproduction Basis

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☑ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (3/2000)